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West Fresno, a depressed urban area with housing and economic problems, had certain social frictions between the two minority groups of the area, Negroes and Mexicans. One of the strengths of the neighborhood was the concern of some parents and lay groups for the youth and their problems. A breakthrough project was proposed for six elementary schools, one junior and one senior high school. The dropout rate was high and reading levels in all grades were low.

In order to raise the achievement level and the educational and vocational expectancy of the West Side the proposal aimed 1) to develop an in-service program to help teachers understand the culturally diverse child and ways of handling attitudes of the child, his parents and the community; 2) to organize a citizens advisory committee to help find solutions to school problems; 3) to extend socio-psychological services; 4) to establish a parent-cooperative nursery school providing needed experiences for pre-school children and parent education on the cultural, physical, emotional, and educational needs of pre-school children; 5) to encourage school- and parent-sponsored activities for cultural enrichment such as field trips, concerts, and speakers; 6) to provide study hall facilities and tutoring services in the evenings; 7) to extend parent education to meet the specific needs of in-migrant parents; and 8) to involve Fresno State College and the many service organizations of the area in this effort.

Evaluations and procedures for each of the programs developed in this project were described. Junior high school participation included helping with the pre-school and taking field trips. The in-service teacher education program emphasized curriculum development, and participation in training meetings and out-of-district workshops. A reading program and a big brother program involving citizens were also undertaken.

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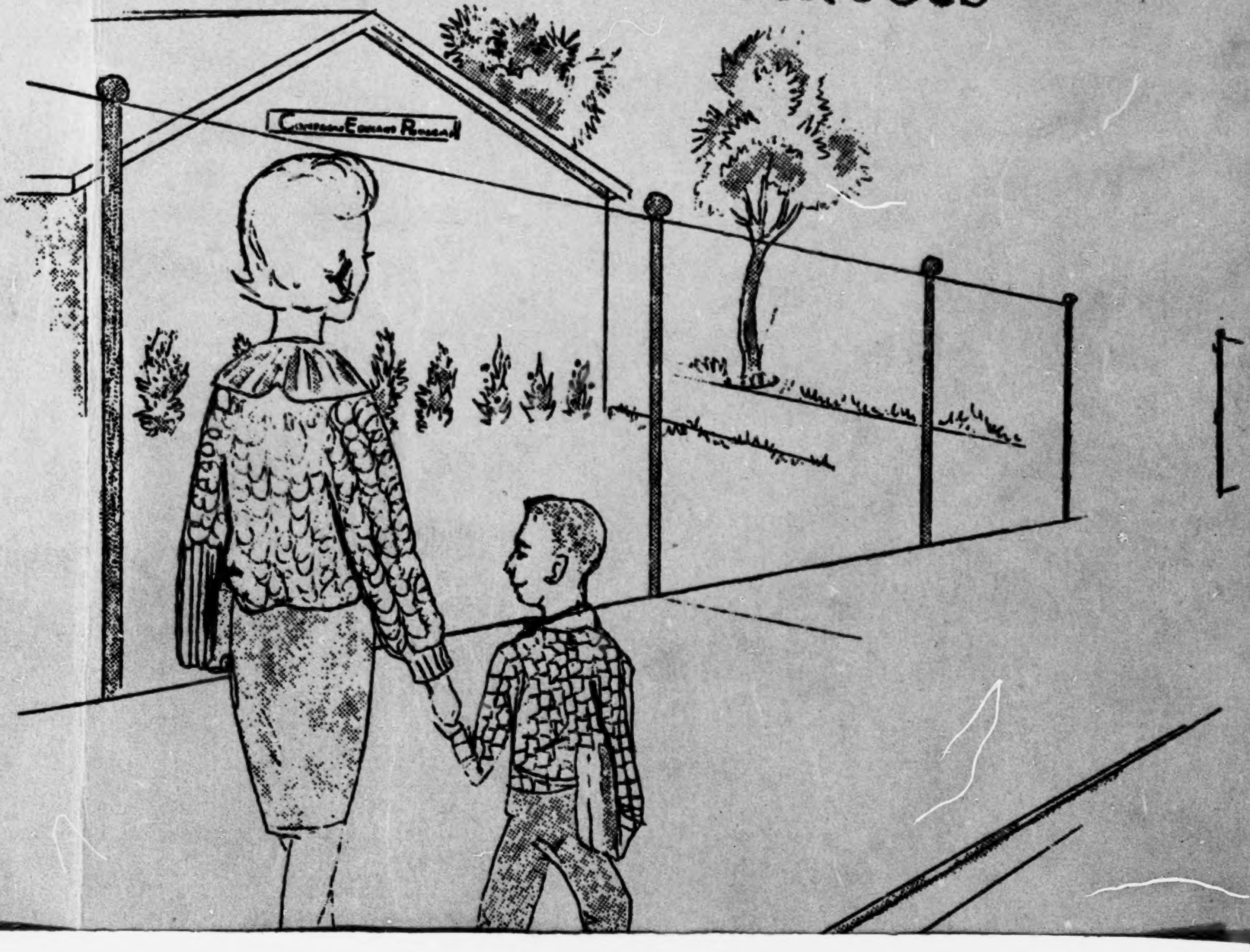
Last Year's

COMPENSATORY CEP EDUCATION PROGRAM OF FRESNO CITY SCHOOLS



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FRESNO CITY UNIFIED SCHOOL DISTRICT

COMPENSATORY EDUCATION EVALUATION BOOKLET

for

1964-65

Prepared by

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Junior High School Program

and

In-Service Education

for

Teachers

Bernice Brewer = Pre-School Teacher

Velma Bowser = Pre-School Teacher

COMPENSATORY EDUCATION PROGRAM (CEP) FOR FRESNO

THE NATURE OF THE GROUP AND NEED

West Side Fresno has a unique set of circumstances operating in the early 60's. It is in the process of a long term cultural transition from people of Central European ancestry to that of Negro and Mexican backgrounds. In earlier years German, Italian, Russian, and Armenian descendants were dominant forces in the area. Intermixed were a few Oriental, Negro, and Mexican families. With the advent of World War II and its impact upon industrial, technological, and agricultural change the more affluent families of the area found it possible to move to the "other side of town." Their places were taken by migrant families, most of whom are Mexican and Negro. West Fresno is also separated from mainstream Fresno by two man-made barriers, the Southern Pacific Railroad and U. S. Highway 99, and the downtown Fresno complex. These three combine to make economic and cultural distinctions almost as effective as an international boundary line between nations. There are no border guards or wire fences, simply economic and cultural limitations which circumscribe the movement of the area's inhabitants within a depressed, low socio-economic area.

Children living on the west side of Fresno have problems similar to all children. They have the problem of growing up, of understanding themselves, of getting along with their fellows, their teachers, and their parents. In addition, they have other problems, not the least of which is a tougher uphill battle than other Fresno youth to maintain respectability and achieve some measure of success. Complexities often arise in terms of school - demanding academic standards; in terms of family life - values and worry about social and economic status; and terms of his lifes pursuit - the realization that there is little hope that dreams of opportunities for employment and achievement in adult years will come true. Assurances which could come to youth from confident parents is lacking because parents themselves have frustrations or lack of understanding tocope with new patterns of living in the changing valley economy.

Most of the homes in West Fresno are more than twenty year's old with a few modern homes costing between $6,000 and $12,000 built within the last few years. In addition, a low cost rental project houses 558 families. The Socio-economic status varies from families on welfare through those in professional classes. In many families both parents must work, some commuting many miles daily. The low cost housing and rentals have attracted many low income and welfare families who find it much cheaper to live here than in other parts of the city. Competition among Negroes and Mexicans for housing and more recently for jobs is a significant factor in causing friction and somewhat unstable relationships between these two major ethnic groups on the West Side. A few Caucasian families continue to reside in the older homes, generally these are the older inhabitants, youth move out to presumable better opportunities and living as soon as they can afford it. These older families still maintain some of the old customs and traditions of their forebearers, a fact which makes it doubly hard to involve Negroes in close contacts since skin color still provides an almost insurmountable barrier to full inclusion in community affairs.

Throughout the area one may find a considerable number of unsupervised youth activity during the after-school hours and on Saturdays. During the school day a number of youth, mostly transient or post-school age, attend various hangouts where daily "crap" games seem the order of the day. There is a difference in attitude toward supervision of the young among parents. Many trust to good fortune that their children will take care of themselves in an adequate manner while the parents work early and late so that the young can have a good home and an education. In contrast, other children wander about without direction as an escape from over-crowded homes. For them supervision is lacking even with unemployed parents at home. There is evidence of low moral standards, serious apathy, and indifference on the part of many parents.

Perhaps the school is more cognizant of the needs of youth in West Fresno than are their parents. Certainly there is evidence that some in the school system are trying to identify, analyze, and work out solutions to the problems these youth face, and with a concentrated coordinated attack the school may enable many now inadequately performing youth to develop to the maximum of their capacity and to become effective, contributing citizens of the total community.

One of the major strengths within the west side community is the degree to which some parents, both Negro and Mexican, and lay groups are concerned with the problems of youth. Their concern and willingness to cooperate lay a foundation for finding leadership for a way out of the West Fresno situation. This leadership potential seeks direction, guidance and support that will give it confidence and a sense of achievement. This "within the area leadership" is needed to bring about wholesome identification of the problems of the area and assure effective participation in an all Fresno improvement program.

Within the area proposed for a break-through project are six elementary schools, one junior high school and one senior high school. The information obtained from the administration of both the Jr. and Sr. High Schools involved indicate the majority of children at all levels have low average I. Q. which is especially significant when equating the lack of cultural validity of such tests. The academic achievement levels (based upon 1959-60 test results) indicate that factors other than ability effect the achievement of students in this area. Even more significant is the relatively weak holding power of the school in this area where an effective education is the greatest asset a resident could have. The most recent survey indicates the holding power of the high school as follows:

8th to 9th grade	up 14% (due to failures in 9th)
9th to 10th grade	down 30%
10th to 11th grade	down 17.5%
11th to 12th grade	down 12%

Estimates for the June 1962 graduating class indicate approximately 60% of those who entered the 8th grade in 1957 will be available for graduation from Edison High School. An adequate follow-up record is not available for the graduates of past years however, based upon current transcript requests, "out of a graduating class of 180, 90 intend to enroll at Fresno City College, 11 intend to enroll at Fresno State College, and 4 intend to enroll at the University of California.* Based upon the experience of college registrars, fewer than 60% of the transcript requests will be backed up with actual college enrollment. This tremendous loss at the 9th to 10th grade area gives some indication of the level at which the schools must concentrate efforts to upgrade achievement.

Standardized tests in reading indicate that at the 5th grade level the median score in the six elementary schools are in the 50 percentile range, a lag of 30 percentile steps below the district median. The rate of progress from 4th to 5th grade, and from 5th to 6th grade compares favorably to progress made in these grades throughout the entire district as a whole. It follows then that these children enter junior high school still scoring at about the 40th percentile in reading and still running 13 months behind in reading achievement compared to other Fresno pupils ready to enter junior high school. Since these children show low average to slow learning ability on C.T.M.M. test scores, these low reading acheivement scores can only mean that a conditioning process to perform below capacity has been going on for six or more years building frustration, apathy, and indifference toward schools and school programs.

An assumption must be made here. The reading capabilities of West Fresno children would improve if concentrated efforts could be made to make reading meaningful and a necessary part of the everyday experience. There is sufficient evidence in the literature to demonstrate that students can unquestionably improve their reading capabilities if properly stimulated by parents and the school. Also, improved reading ability lessens the tendency of youth to want to drop out of school because they cannot keep up with peers and/or the school's program.

---

* From report issued by Dr. Webber in December 1961

A project to acheive this goal would include four (4) related approaches:

1. Increased concentration on general readiness and on language development in the elementary school and at pre-school levels, with the use of secondary students to help in the pre-school and elementary grades.
2. Extracurricular activities and experiences, in the form of field trips and visitation to and from agencies in the community.
3. Enrichment reading opportunities particularly at the Junior High School level to strengthen reading competency, and to develop a higher image of one's self towards the need for education.
4. Parent education, which will enable the parents to see the many opportunities for themselves and their children.

These concentrated efforts at the elementary and junior high school levels would decrease the extent of learning disabilities, low levels of aspiration, indifference and the desire to drop out of school as soon as the minimum age is reached.

Arithmetic Achievement tests indicate that many students in West Fresno schools have the ability for normal achievement, but lack of reading and language ability is a major deterrent to progress in other subject areas. Results of standardized tests in arithmetic given in the 5th grade follow a similar pattern, with the median score in the six West Fresno schools in the 50th percentile, a lag in tested achievement of 9 months below the district median. As these pupils enter junior high school they are scoring at the 40th percentile in reading and at the 50th percentile in arithmetic, actually one full school year behind other Fresno pupils ready to enter junior high school.

BACKGROUND FOR ACTION

In analyzing the materials available, which included the McDaniel Survey of Guidance Practices in the Fresno School District, some school leaders, community leaders, and a small percentage of parents are expending great effort to find' means to meet specific needs of West Fresno youth. As far back as 1960, community group meetings drew many interested listeners, and resulted in some loosely organized attempts to apply immediate action principles to obtain local satisfaction (Permitting some West Fresno youth to attend secondary schools outside the school attendance area.) (Challenging the academic competence of some West Fresno school teachers and administrators.) Such procedures and mounting dissatisfaction and growing friction between ethnic groups seem to indicate that these have been efforts to deal with the effects rather than the causes of problems.

A more detailed professional survey of what is being done within the school system indicates that some thoughts are or should be given to the following:

1. The assignment of highly skilled and motivated teachers to schools in this area.
2. The maintenance of class loads at averages that will permit time for individual assistance.
3. The development of special activities and programs to provide for general readiness for formal school work, especially at the pre-school level.
4. The use of teacher education specialists to guide special enriching projects for elementary pupils and in-service work for teachers that are teaching in this area.
5. The promotion of classroom, as well as special activities with emphasis centered toward developing in each pupil a positive self-concept, that of being a self-respecting, effective, and able person;
6. Greater effort by school administrators and teachers using an informal indirect approach to support some of the community projects, exclusive of the support given to PTA efforts.

THE QUESTIONS BEING ASKED

Evidence that some facets of the total Fresno community are concerned with the West Side problem is apparent in the type of questions being asked:

1. How does one get the West Side area resident to accept his full share of responsibility for improving himself and his area?
2. Why can't classes be established for parents as their children begin the kindergarten and primary years; to continue for parents as the child progresses through school?
3. Why isn't a definite in-service training program in effect for area teachers who need special skills to be of real assistance to these educationally disadvantaged youth?

4. Is it not possible to extend the student teaching program of the nearby State College to have teacher candidates get first hand training experience with underprivileged youth in their home areas?

5. Is there available suitable, inspiring learning materials, books, films, etc. for the culturally disadvantaged youth who is operating below grade level?

6. What can be done to improve the public relations between the schools and West Fresno parents; to change the image East & North Fresno has of West Fresno?

7. How realistic is the community's attitude of the future of employment prospects within and outside West Fresno for West Fresno youth?

8. How does the school effectively guide and counsel West Fresno youth in the light of known or assumed educational and vocational opportunities?

9. How willing and able are organized labor and industry leaders from both sides of town to underwrite opportunities to advance among the West Side youth?

10. How much of the growing tensions between segments of the culturally disadvantaged (Negro & Mexican) youth can be attributed to competition for the diminishing economic opportunities of the area?

THE GOALS WE SEEK

The coordinating of school, community, and agency interests to answer the aforementioned questions have resulted in general agreement that raising the achievement level and educational and vocational expectancy of the West Side is a common goal. We agree that the goals we week require a concentrated attack on all fronts, at all levels, and call for:

a. Concentrating efforts to increase the readiness of pre-school children for formal education by providing opportunities for their parents to enjoy new cultural experiences and understand the developmental needs of children at this age level.

b. Continued efforts to overcome achievement lag at the primary grade level, with emphasis placed on an individualized attack on the academic problem areas and also to give more opportunites for visiting and learning about community resources.

c. Providing remedial work and special counseling at intermediate, junior and senior high school levels.

d. Giving support to area leaders who can direct the efforts of their respective cultural groups as they work to minimize social, economic, and other factors which have a negative impact upon the culturally disadvantaged child in a learning situation, with the use of a Citizens' Advisory Committee.

e. Giving stability and real depth to projects already underway by community groups (Apprenticeship Program West Side Mens' Group) and extend these to reach more parents and their children.

f. Developing better articulation in the elementary, secondary, junior and senior college for the culturally disadvantaged child.

g. Developing an effective "Higher Horizons" program within this small area with ramifications for the entire school district, as well as other school districts facing similar problems.

TO ACCOMPLISH THIS WE PROPOSE TO:

1. To Develop a concentrated in-service program for teachers to help them understand the culturally ~~disadvantaged~~ diverse child and to improve methods of overcoming negative attitudes of the child, his parents, and the total community towards being culturally ~~disadvantaged~~ diverse.

2. To Involve parents, ~~pupils~~, teachers, and community groups in finding solutions to problems related to school adjustment, social adjustment, vocational counseling, drop-outs, ~~etc.~~ through a citizens advisory committee

3. To Extend exciting socio- psychological services to assist students to reassess and improve their self-concepts(images of themselves.)

4. To Establish and maintain as part of the school program, a parent-cooperative nursery school to:

   a. To provide experiences for pre-school children which ~~will~~ would help them build vocabularies, improve speech patterns, teach them to get along with others and provide positive attitudes towards education;

   b. To provide parent education through participation, observation, and parent education classes in the nursery school set-up;

   c. To create community awareness of the cultural, physical, emotional and educational needs of pre-school children.

5. To Extend opportunities for cultural enrichment through school and parent sponsored activities i.e. field trips, college concerts, visiting speakers, etc.

6. Provide adequate study hall facilities and supervision with reference materials and tutoring services in the evenings at locations readily accessible to students.

7. Extend parent education to meet the specific needs of in-migrant parents of any cultural background to improve their understanding of:

   a. basic elementary school subjects
   b. community services
   c. child development
   d. cultural relationships
   e. educational and vocational aspirations and responsibilities
   f. locating, obtaining, and coordinating other sources of services which can contribute to the educational potential of their children.

8. Involve the Fresno State College by using student teachers and certificated personnel.

9. Involve the many service organizations in the area.

As we attempt to put this program into operation we have some assets which give us a sense of direction and hope that we can achieve a major break through the uncertainty, tension, and apathy that presently undergirds the West Side of Fresno. Our school administrators have the report of the Secondary Guidance Survey of 1960* upon which some of the guidance staffings plans can be based. The Trustees, administration, teachers, and community leaders are aware that there exists a distinct educational problem related to the education of culturally disadvantaged students living in a separated part of the city. We know that the achievement of many of these pupils is not commensurate with their native ability. Coupled with awareness of this problem is a strong desire to solve this problem, a desire in which we are joined by some adults in the West Side community who forsee major difficulties ahead unless something constructive can be done now.

The area is clearly geographically outlined by location and contains racial and ethnic elements common to the great California valley. Other valley communities will find direction in the results of Fresno's solution to its West Side

*Evaluation Survey of Secondary Guidance, Fresno City Unified School District McDaniel & William, 1959-60 problem. The area provides varied socio-economic levels with which to work, and within groups there is wide-spread parent interest in better education for their children, but there is also accompanying deep-seated apathy or reluctance that change can occur.

There is vocal expression by a number of residents who greatly desire to see improvement in educational opportunities, vocational opportunities, and community relations patterns. There are individuals who have the initiative and ability to lead others in efforts to solve some of the problems related to cultural improvement. They need professional guidance and assistance to tackle problems of the culturally underprivileged child. In addition, there exists within the community an organization of men representing each ethnic and racial group to be found in the area, both old and new. Hithertofore they have been a type of booster club for the Edison High School with perhaps a limited view of the part they could play in assisting youth of the community to broaden and raise their adult expectations. The existing cooperative relationship for working together on mutual problems without unnecessary and unwise duplication of efforts and yet there are "untouched gaps" needing attention.

There are within the surrounding area, (local and county and state) personnel capable of directing and participating in the proposed project. The Fresno Unified School District has long maintained a pattern of approaching problems at a level in which all teachers are included. This has permitted wide latitude in individual initiative, and with the aid of the local state college, has resulted in the development of better teaching methods and the improvement of educational practices. We have constantly sought to capitalize on the many worthwhile contributions which have been developed by individuals, faculty groups, or special project groups.

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EVALUATION OF PRE-SCHOOL
OVERVIEW

The Compensatory Education Pre-school is located on the Irwin Junior High School campus. The pre-school was built on the Junior High campus to enable the Irwin Junior High students to participate in the pre-school.

The following evaluation covers the three, four, and five year old children and their parents. A separate evaluation will be made on the Irwin Junior High School student's participation in the pre-school.

During November, 1963, a public meeting was announced at the Columbia School to explain the Compensatory Education Pre-School. Seventy mothers attended the meeting; with some mothers having two pre-school children to enroll.

A citizens advisory committee was formed to help screen the applicants and to decide who was deprived . A series of meetings were called for the months of December and January for the specific purpose of setting up criteria for the deprived family. After much discussion it was decided to: 1) let the children enroll in the pre-school if their parents could participate one morning a week, 2) let only those children who lived in the Edison High District participate, 3) let the remainder of the children into the pre-school on a first come first serve basis.

An application was made up by the citizens advisory committee which specifically asked questions such as: 1) occupation of father, 2) yearly income of family, 3) sources of income, 4) education of father, 5) education of mother, 6) language spoken in the home, 7) cost of home and, 8) insurance on car. (see copy of application). This application is now being used with the regular city schools Registration Form to obtain information from families.

FRESNO CITY UNIFIED SCHOOL DISTRICT

"APPLICATION FOR PARTICIPATION IN CEP PRE-SCHOOL"

I. Child____________________ Birth Date__________

Age__________

Address____________________ Telephone__________

Names of family in home:

Father____________________

Mother____________________

Grandmother____________________

Grandfather____________________

CHILDREN	Birth Date	Ages of Children

OTHERS IN FAMILY

____

____

____

____

II. Present occupation of father____________________

Present occupation of mother (if working)____________________

III. Yearly family income $________________

APPLICATION FOR PARTICIPATION IN CEP (CONT'D)

IV. Sources of income (please check)

a. Public Welfare Kind______________________

b. Social Security

c. Unemployment

d. Other____________________

V. Education:

1. Education of father - (Please check the highest grade completed)

___ 1-5 ___ 6-9 ___ 10-11 ___ 12 or more

2. Education of mother - (Please check the highest grade completed)

___ 1-5 ___ 6-9 ___ 10-11 ___ 12 or more

VI. Languages spoken in the home ____________ ____________

____________ ____________

VII. Housing (Please check)

1. Own home ___ Cost of home $________

2. Renting ___ Amount of rent $_______

VIII. Car - (Please check) Yes ___ No ___

1. Is car available for Pre-school transportation? Yes ___ No ___

2. Is auto insured? Yes ___ No ___

3. If yes, kind of insurance ____________________________

IX. Is it possible for you to participate in the pre-school one morning a week?

Yes____ No ___

Circle the day - M T W Th F

Can you or your husband participate one evening a week?

Yes ___ No ___

Families will be chosen by their ability to participate with their child and an evaluation of all of the information on the application form. Certainly the students that participated last year will have first preference.

Forty-eight students were admitted to the pre-school last year. Because of pregnancy, inability to participate one morning a week, and because of other obstacles, the pre-school had fourteen drop-outs. By June of 1964, the Compensatory Education Pre-School had thrity-four participating children. These children and their parents participated very well throughout the year.

The following is a breakdown of the thirty-four students: 1) ten - three year olds, 2) eighteen - four year olds, 3) six - five year olds.

Eighteen pre-schoolers graduated from the compensatory education pre-school during June of 1964. Nearly all of the remainder of the thrity-four students returned in September to participate for the year 1964-65.

On the opening day of school, September 15, 1964, the pre-school had fifty applicants that entered the compensatory program. There are fourteen more students that have been placed on a waiting list.

TESTING

The Peabody Picture Vocabulary Test (Form A) was given during the Spring of 1964 to: 1) eight - three year olds, 2) fourteen - four year olds, 3) five - five year olds. (Note the results of Peabody Test)

The Peabody Test will be given to last years pre-schoolers who are now in kindergarten during the 1964-65 year. The test will also be given to children who did not have the pre-school program, and a comparison of the two groups will be made.

All test scores, health information, and family data was placed on a cumulative record card. This card of information will follow the pre-school child through elementary school.

RESULTS OF PEABODY TEST

3 Yrs. Scores	4 Yrs. Scores	5 Yrs. Scores
96	118	96
91	103	96
74	99	89
68	94	81
68	87	79
65	85	
64	79	
59	76	
	75	
	73	
	73	
	61	
	57	
	51	

One (1) not finished because of short attention span.

One (1) not finished becuasr of short attention span.

One (1) not finished. Spanish American, did not have English vocabulary to name picture.

STAFF

The pre-school personnel consists of a director, secretary, two pre-school teachers, a coordinator for the Junior High School students, parents, college students, and a nurse.

PARENT CONFERENCES and PARENT EDUCATION

I. Goals

- A. Helping parents see the value of education for themselves and their children
- B. Increasing the parent's interest in and understanding of school procedures and teaching techniques
- C. Recognition of constructive and creative activities for children
- D. Discovery of the specific needs and abilities of pre-school children
- E. Developing skills for the home guidance of children
- F. Personal growth

II. Methods and procedures for attaining these goals

- A. Close association with a learning environment will help parent understand the excitement and rewards of learning
- B. Observing teacher at school by
  - a. Serving as teacher-helper at the pre-school one morning each week
  - b. Attending weekly parent education classes
- C. Learning by observation and by doing some of the constructive creative activities with children
- D. Observation
  - a. Assigned periods of observing and recording
  - b. Class discussions of what has been learned
- E. Skills for guiding children
  - a. Use of these skills at school
  - b. Example set by teacher
  - c. Class discussion

F. Personal Growth

  1. From close association with an educational environment
  2. Building confidence by
     a. Group particiaption
     b. Increased self-image because of successful role as teacher-helper
     c. Assuming responsibility for parent's share of the success of program

The pre-school teachers and nurse conducted thirty-four parent teacher conferences at the end of the last school year. Two of the parents did not attend a conference. These conferences were in the evening or at one o'clock in the afternoon.

Many parents were confused as to what to expect from a parent teacher conference, but were pleased with the individual attention. Some of the parents made the following statements:

A. "I enjoy coming here so much, I regret that I won't be able to come next year because my last child will be going to kindergarten next year. If it is at all possible maybe I can come some days when you need help. I have learned a lot about handling children and appreciate the things that children do."

B. One morning in school a mother said, "Oh, now I like to come to the pre-school, the time passes so fast. It is time to go home already."

C. "My children love to come so I have to get out of bed and bring them."

D. "I never realized that he was bored at home, I just thought he was bad. Maybe I should listen to him more; give him more to do."

E. "I am bringing him to better his education so that when he goes to school it won't be so hard for him."

F. "I'm hoping it will benefit my child when she goes to kindergarten."

G. "It helps them; Lawrence did not even want me to go with him. He did not need anyone to assist him home."

PARENT EDUCATION MEETINGS

Parents that participate in the pre-school must also attend an evening meeting. These meetings are conducted by the pre-school teachers. During December and January the meetings were open to the public and were conducted at the Columbia School because the pre-school's construction was not completed. The following is a record of what was discussed at the meetings during the last year:

I. Feb. 19, 1964
  A. Car pool discussed
  B. Discussed parents school assignments
  C. Reminded parents to park on school side of Belgravia, not to arrive too early, to bring in polio slips
  D. Work Period - clean equipment, dig up garden for children, make dressing forms and carpentry aprons.

II. Feb. 26, 1964
  A. Set up library for parents
  B. Introduced new schedule of activities
  C. Remind mothers to get a substitute when absent, bring in magazines, pictures of food, and punctuality
  D. Discuss field trips desired — Results: main library for story hour, Producers Dairy, zoo, park

III. Mar. 4, 1964
  A. Work period discussed - asked parents to be responsible for name bib
  B. A parent to wash painting aprons
  C. Asked for volunteers to put new unassembled bed together, make a mattress, spread, name bibs
  D. Prepare for Easter party contributors
  E. Select a librarian
  F. Remind teacher-helpers to take more initiative in duties
  G. New regulations announced

IV. Mar. 10, 1964

   A. Movie - "What the Teacher Sees" - narrated by school nurse, Mrs. Sylvania Charlesworth - Question and answer period

   B. Explained how assignments are arranged

   C. What Junior High students are doing in program

   D. Stress necessity of parent participation, such as, evening meetings

   E. Explain the night school program at Edison High School.

   F. Announce Peabody Testing to start Sat., 9-11 a.m.

   G. Remind parents to bring in polio slips and thread spools

   H. Work period - Make more library in-and-out cards, clean rest mats

V. Mar. 18, 1964

   A. School trip - no meeting

   B. Easter Vacation March 23-30 -- Newsletter was sent home

VI. April 1, 1964

   A. Inspiration - Poem "Thus a Child Learns"

   B. Discuss new arrangement of childrens rooms

   C. Ask last five applicants to fill out new citizens advisory committee application form

   D. Ask for spools and cotton - urge children to bring something to show and tell for language development

   E. Game demonstrations (7)

   F. Give out manuscript writing and any other papers not received

VII. April 8, 1964

   A. Speaker - Demonstration - Mouth to Mouth Resuscitation - Question and answer period

   B. Announce class trip to F.S.C. Farm for those who did not go March 18, and need of one more mother

   C. Tricycle needs repairing

VIII. April 15, 1964

   A. Announce Public Schools Week, April 20-24. Wednesday is our night to host community

   B. Movie - "When I'm Old Enough"

   C. Routine reminders - Mats, games, poor resters, calling in when absent

IX. April 29, 1964

   A. Announce preparation for TV appearance Thursday morning, get two volunteers for statements, trip to library

   B. Work period - Cleaned mats, put closets in order, cleaned house and tables, covered oatmeal boxes for drums

X. May 5, 1964

   A. Dentist - Dr. George Furlow

   B. Mrs. Charlesworth (nurse)

   C. Question and answer period

   D. Reminders

XI. May 20, 1964

   Television program, "Rx For Dropouts"

XII. May - June

   Parent Teacher Conferences

FORMS

Many necessary forms were developed to operate the pre-school. Letters to parents, sign-up sheets, etc. All of these forms are in an appendix of the pre-school booklet.

One form that was developed and is now being used to observe each child is the "Teacher Observation Form". This form is used once a week and placed in the child's file. This information is then used in parent teacher conferences. Another form that is being used is the "Parent Observation Form".

The composition of the Compensatory Education Pre-school is made up of 98% Negro. It should be clearly understood that there are far more Mexican Americans living on the "other side of the tracks" than in the Edison

District. The remaining Mexican Americans seem to be complacent with their participation in CEP.

More valid information will most certainly be found at the end of next year. At that time, many of the three year old youngsters will have had nearly two full years in the Compensatory Education Pre-School.

TEACHER OBSERVATION FORM

Date Began________________ Child's Name____________________ Age______

Birthdate________________ Entrance Date____________________

Behavior Ratings	Yes	No	Needs Improvement	Making Progress
Listens to teacher				
Leads others				
Follows others				
Usually silent				
Plays with others				
Shares				
Hits out at others				
Agreeable				
Good-natured				
Inhibited				
Maintains own rights				
Agressive				
Bids for attention				
Self-reliant (dresses self, etc.)				
Talkative				
Active and vigorous				
Perserveres				
Curious				
Imaginative				
Adjusts to routine situations				
Follows simple instructions				
Interested in Dramatic Play				
Enjoys trips and excursions				
Tolerates being away from mother				

Teachers Observation Form (cont'd)

Behavior Ratings	Yes	No	Needs Improvement	Making Progress
Likes to hear stories				
Likes to look at books				
Likes to hear music				
Plays constructively				
Awkward				
Whines				
Contrary at times				
Gets out of bounds				
Cooperates with group				
Strong sense of home and family				
Likes clay				
Likes blocks				
Likes to paint				
Likes to manipulate toys				
Likes carpentry				
Can handle scissors				
Can use paste properly				

Anecdotal Record

Date

Observed by

PARENT OBSERVATION FORM

Date______________

1. Activity observed:

Blocks____: Clay____: Crafts____: Housekeeping_______

2. Time: From______________________to________________

3. Number of girls_____________________Boys______________

	Few	Some	Many
4. Are children talking?			
5. Are children silent?			
6. Are children sharing?			
7. Are children playing alone?			
8. Are children playing together?			
9. Are children misusing materials or equipment by:			
Throwing			
Kicking			
Brabbing or snatching			
Hoarding			
Quarreling			
Hitting			

10. How was situation handled?
By showing child proper use?____________________________

By suggesting different use?____________________________

Sending disturber to other activity?_____________________

By reorganizing total play______________________________

Other____

11. Briefly state what you have learned which will help you in the home guidance of your child______________________________

____

CONTRIBUTION OF HEALTH SERVICES TO THE COMPENSATORY EDUCATION PROGRAM

In the early spring of 1964 the pre-school program of compensatory education was formalized under the McAteer Act. A nurse serving three elementary schools in the Edison school district was assigned to include the pre-school program held on the Irwin Junior High School campus.

Purpose:

-- health supervision

-- formation of procedures for the control of communicable disease in compliance with health department regulations

-- health education of pre-school children and parents

-- early identification and counseling concerning possible correction of physical defects

-- environmental supervision

The participating parents and children in the pre-school compensatory education program were from different backgrounds. Information was given to parents to improve the health of their children and the community in which they live. For these reasons, particular emphasis must be placed upon the development and implementation of a comprehensive health program.

Methods

-- daily observation of participants by the teacher

-- regularly scheduled nurse observation of participants

-- establish procedure for emergency care of injuries and/or sudden illness

-- implement requirements for proof of freedom from active tuberculosis from participating parents

-- implement requirements for proof of child's polio immunization

-- vision screening: Snellen test and observation

-- hearing screening: audiometric test and observation

-- evaluation of health screenings and observations; notification to parents of child's suspected health deviation; referral for further professional examination.

-- encourage the parents to provide periodic health examinations for the child

It is important that parents be informed concerning the role of the family health advisor and the community resources available to them for the correction of defects; prevention of disease; and promotion of health.

It is equally important that parents understand and utilize the professional services and assistance available from their family health advisor and community resources in the best interest of the child's health.

Method of Evaluation:

-- Evident healthy classroom situation

-- receipt of required medical proof concerning tuberculosis and polio

-- individual cummulative health record which includes parent conference

-- statistical report of health defects noted; corrected; and recommendations of professional personnel

-- observation by the teacher of improved health habits and attitudes

-- further evaluation by kindergarten personnel of these children in the experimental pre-school group of their health status, practices and attitudes compared to that of the control group.

During the short period that this program has been in effect, much effort and time over and above the daily work, needed to be done. Evening meetings with parents, community groups, and school personnel were held in order to implement the offerings of compensatory education. Areas covered by health services included purposes, methods, and evaluation as stated above.

All children in this first class who will be entering kindergarten in the Fall of 1964 were given a vision and hearing test and a dental check by the nurse. Of the children enrolled during this brief period, fifteen referrals were given for health deviations (medical, dental, vision, hearing).

Follow-up of these children reveales that they are now under professional care or have definite appointments during the summer.

The close working relationship of the teachers, nurse, parents, and the utilization of community resources, made this possible.

* * *

JR. HIGH SCHOOL PARTICIPATION
in
COMPENSATORY EDUCATION PROGRAM

JUNIOR HIGH SCHOOL STUDENT PARTICIPATION IN COMPENSATORY EDUCATION PROGRAM

I. Junior High School Student Participation in Pre School Program

A. Objectives

To provide opportunities for junior high school students to participate in activities which would:

1. Develop positive attitudes toward academic achievement
2. Develop recognition of self-worth
3. Improve attitudes toward authority
4. Develop habits of self-evaluation
5. Develop an awareness of community facilities and opportunities
6. Develop a sense of responsibility toward school and community improvement

B. Methods and Procedure

1. Two-hundred students were selected by the teachers and administrative staff of the Irwin Junior High School. One-hundred of these were selected at random by the program coordinator to make up the experimental group. These students constitute the group which will be drawn upon through the tenure of the program. The remaining one-hundred make up the control group.
2. Record cards were made for each student. (Appendix p. 1)
3. Criteria for selection were established with the cooperation of the Compensatory Education Guidance Counselor. These criteria were:
   a. Seventh grade status
   b. 1st period (8:15-9:00) unscheduled at junior high school

   c. recorded results available of 5th grade CTMM and CAT test scores
   d. IQ score of 80 and above
   e. underachievement pattern of academic progress
   f. consent of parents and willingness of student to participate
   g. satisfactory attendance during tenure of participation
   h. satisfactory grades maintained by participants in all junior high school subjects

4. Planning sessions were held with pre school personnel establishing areas and time for active participation by junior high school students.
5. Interviews were held with a group of ten junior high school students who were chosen from the experimental group as initial participants. Over a period of time additional students were added until twenty-five were taking part daily in the preparation period, and two hours weekly in the pre school classrooms.
6. Participation began with attendance at a first period preparation class (8:00-9:15 AM). This became a daily class period at the request of the junior high school students.
7. Observation periods were scheduled for the junior high school students during pre school hours (9:00-11:30). Discussions with the program coordinator and pre school teachers were held to answer questions arising from observation periods.

8. Active participation was conducted successfully in the following areas:

   a. Story reading and story telling. Appropriate stories were selected by the pre school teachers. Junior High School students prepared their choice of the stories selected under the guidance of the program coordinator. Reading together and using the tape recorder to check results proved the most popular methods of preparation.

   b. Art

      (1) Bulletin boards were designed and constructed by the junior high school students under the direction of the program coordinator and pre school teachers. A college student cooperated in this instruction for a short period of time.

      (2) Aasistance was given the pre school teachers in carrying out art activities with the pre school students, such as , preparing clay, mixing of paints, cutting of paper, etc.

      (3) Art work completed by the pre school students was arranged by the junior high school students in attractive displays.

   c. Classroom Responsibility

      Checking attendance, setting up room for daily activities

   d. Work and play activities

      (1) Instructions for both indoor and outdoor games were given to the junior high school students

for use during active participation with the pre school children.

(2) Discussions on proper supervision during pre school work and play periods were held with the junior high school students emphasizing the behavioral patterns of the different age groups.

(3) Participation with pre school teachers in conducting rest and nutrition periods was preceded by observation and instruction under the supervision of pre school personnel.

C. Evaluation

1. Evaluation procedures established by the Compensatory Education Guidance Counselor and the long-range planning for gradual achievement of the stated objectives, tend to make premature evaluation meaningless. This interim report will comment on the students and the tendencies they have shown toward achievement of the program objectives.

2. Careful adherence was made to the criteria established for student participation. Choice was limited to students who clearly were not achieving up to their potential, either intellectually or behaviorily. Attempts were made to meet the special needs of these students by providing them with opportunities to help pre school children become better prepared for their school experience. This motivation proved effective. Students whose school records indicated attendance problems became regular in their attendance as they developed an interest in preparing for their activities with the younger children. The respect shown by the staff and the pre school students for honest

effort and accomplishment was an added motivational factor. The realization that continuing participation was dependent upon satisfactory academic achievement and behavior in the junior high school resulted in many students evaluating their classroom and general school performance instead of rationalizing.

3. Enthusiasm for resumption of activities in the fall was expressed by all of the students as we completed our 1963-64 program. Negative reactions were not forthcoming from the junior high school faculty, and approval from the administrative staff for expansion of the project are indications that progress is being made.

D. Prospectus

1. The use of Irwin Junior High School students in the Compensatory Education Pre school Program during the first months of our project has shown that the students are enthusiastic and eager to take part. The biggest problem has been--how to provide adequate preparation time for their actual participation period.

2. One of the programs objectives is to improve the child's self image. Providing opportunities for successful experiences which will be a foundation for developing personal pride is our major means of bettering the child's image of himself. Working under the premise that "nothing succeds like success", it is vital that each child be provided with sufficient preparation to insure his successful completion of each assigned task.

3. The seventh grade students who are being used in the project are, for evaluation purposes, to continue as the experimental and control groups for the coming year. As seventh grade students, their first period of the day was free. This was used as a preparation period at the Compensatory Education Center. As the group moves into the eighth grade, most of them will be assigned to eight periods each day. Inadequate as it was, the first period will not be available during the 1964-65 school year. Therefore, other means of preparation must be explored.
4. A project plan is proposed which would not only solve our immediate problem, but would give more students an opportunity to take part, and considerably up-grade the quality of participation.
5. In the junior high curriculum there are many subject areas which lend themselves to use in our pre school facility. Students in these areas would have an opportunity to see their instruction period put to immediate use, a tremendous motivational factor.
6. Classes in art, music, wood shop, remedial reading, speech arts, and homemaking could be used in the project. As an example; homemaking could utilize our pre school classes during their unit on baby-sitting.
7. Units in sewing could provide experiences in which instruction would be followed by actual use of skill learned; in making play skirts for the pre school "dress-up" box, designing and making hand puppets, designing and making stuffed toys.

8. A Remedial Reading class could make and use vocabulary cards, phrase cards, and vocabulary building games. Reading stories to the younger students gives real motivation to practice on a level probably closely suited to their ability.
9. Art classes could see actual use of bulletin boards, both instructional and decorative, in the pre school classrooms.
10. Approval has been obtained from the principal of Irwin Junior High School for cooperative planning to bring about expansion of program activities. The Compensatory Education Coordinator will work with both an art and remedial reading teacher to bring about more effective preparation and inclusion of more students in pre school activities.
11. The original group of students will require less preparation and will be able to use after-school time for contact with the Compensatory Education staff.

II. Junior High School Student (experimental group) Field Trip Participation

A. Objectives

1. Junior High School students participating in the pre school program took part in field trips designed to acquaint them with local professional and business activities and to familiarize them with points of interest in surrounding areas. Discussions following field trips brought out important points as well as encouraged the child to think of himself as a part of the overall community.

B. Methods and Procedure

1. Preparation and follow-up sessions for each field trip

were made during the daily 8:00 - 9:15 class period.

2. Parent consent was pre-arranged and required for each trip. (Appendix p. 2)
3. All local field trips were conducted after the 3:30 junior high school dismissal time. Field trips out of the local area were made on weekends.
4. Field trips made during the 1963-64 school year by this particular group are listed below, giving destination, number of students participating and the purpose of the trip.

    a. Destination: Fresno State College Speech Arts Dept.
    Number participating: 15
    Purpose of trip: To observe the final dress rehearsal of the production, "Twelfth Night," starring Walter Abel as guest artist. Students participating were members of the Speech Arts Class from Irwin Junior High School.

    b. Destination: Fresno State College Speech Arts Dept.
    Number participating: 24
    Purpose of trip: To become acquainted with the Children's Theatre productions presented by Fresno State College Speech Arts Students. The students attended a presentation of "Reynard the Fox."

    c. Destination: Office of local optometrist
    Number participating: 12
    Purpose of trip: To become acquainted with the services offered and then become aware of the academic requirements of the profession.

    d. Destination: Local Pharmacy
    Number participating: 13
    Purpose of trip: To become acquainted with the variety of services offered the community by the pharmacist and the academic requirements of this profession. To become acquainted with the duties of the personnel in the drug store and acquire an introduction to merchandising.

    e. Destination: Local Hospital
    Number participating: 15
    Purpose of trip: To become aware of the variety of services performed by the hospital and the different types of personnel required in the performance of these services.

f. Destination: Fresno State College Geology Dept.
   Number participating: 13
   Purpose of trip: To observe exhibits on display in preparation for a field trip to fossil areas near Coalinga.

g. Destination: Coalinga Fossil Area
   Number participating: 20
   Purpose of trip: To become acquainted with interesting areas adjacent to Fresno and reinforce classroom studies in geology.

h. Destination: Science Fair Displays at Memorial Auditorium
   Number participating: 8
   Purpose of trip: To give those students whose experiments were on display an opportunity to visit the Science Fair and evaluate their own experiments with those submitted by other schools.

i. Destination: Asilomar Hotel and Conference Grounds, Pacific Grove, California
   Number participating: 30
   Purpose of trip: To provide an opportunity for students to become acquainted with a section of the State of California which is geographically different from the local Fresno Area. To provide a variety of trips in the peninsula area to make the student aware of the world in which he lives.

j. Destination: Pacific Telephone and Telegraph Company
   Number participating: 11
   Purpose of trip: To acquaint the children with the functions of this company in the Fresno community and investigate job opportunities and the educational requirements.

5. Financial arrangements for field trip expenses varied:

   a. Transportation for local trips was provided by personnel from the Compensatory Education Department staff in private cars. Funds budgeted for mileage allowances to the program director and coordinator covered their local transportation expenses.

   b. Transportation for the Coalinga field trip was donated by parents and Compensatory Education personnel.

   - c. Transportation to Pacific Grove, California was donated by Teamsters Union, local # 431.
   - d. Expenses for food and lodging at Asilomar Lodge were donated jointly by The Breakfast Lions and The Downtown Rotary Club, both of Fresno.
   - e. The Carmel, California Lions Club donated transportation to local points of interest in the Monterey pennisula area.

C. Evaluation

1. The value of field trips is unquestioned; justification unnecessary. Evaluation of each field trip's particular value and effectiveness in attaining the overall objectives of the program is of importance.
2. Local field trips were valuable only when the cooperating personnel at the destination followed through on the specific purposes discussed with the coordinator prior to the visit. Records were kept indicating those trips best meeting the purposes established, and will be visited again. Additional trips will be planned according to the needs of the group participating.
3. Student record books will be kept during the 1964-65 school year, in which the students' reactions will be recorded as well as their evaluation of the effectiveness of the trip.
4. It was not always possible to spend a sufficient amount of time preparing for each trip. This will be avoided by scheduling time specifically for the purpose of field trip orientation.

5. Plans are being made to improve both the quality and the quantity of field trips for the junior high school students participating in the pre school program.

APPENDIX

(front)

I. NAME:

Address: Phone:

Parents:

Birthdate:

Former School:

II. Elementary School test Data:

CTMM C.A. M.A. Lang: Non.Lang: Tot.Sch.Apt.:

CAT Rdg. Arith. Lang.

III. Irwin Advisory Teacher:

Irwin Class Schedule:

(back)

IV. Irwin Scholastic Record:

Class	Grade	Citizenship

IRWIN JUNIOR HIGH SCHOOL

CONSENT OF PARENT

Name ____
(in full)

has my consent to attend ______________________________

______________________________ at ______________________

Date ______________________ I assume all responsibility for (his) (her)

transportation to and from ____________________________

____

____
Signature of Parent or Guardian
State Relationship

INTRODUCTION OF SPLIT SESSION
and
EVALUATION OF READING PROGRAM

OVERVIEW OF SPLIT SESSION READING PROGRAM

The Edison District Elementary Schools were on a split session reading program for the year of 1963-64. The planning for this type of program had taken place before the McAteer Act was passed. After Fresno was chosen as one of the twenty-four McAteer Projects, it was decided to include the split session elementary reading program in the Compensatory Education Program.

The split session reading program was tried in grades one through six as a pilot project. Half of the classes came at eight-thirty in the morning and went home at two-thirty. The other half of the class came at nine-thirty and went home at three-thirty. This enabled the teacher to teach reading to a smaller number of pupils for one hour in the morning and one hour in the afternoon. This program served 3,800 children in six elementary schools.

INTRODUCTION OF SPLIT SESSION

The teacher was the key to the success of the reading program. If the split session was going to work, the teacher must have a complete understanding of what was expected of him for the coming year.

The Superintendent of Elementary Education and the Director of the Compensatory Education Program set up a schedule to speak to all of the elementary schools. The split session, study centers, and the total compensatory education program was explained to every faculty. Many questions were asked and many phases of the program were clarified. This approach was one that improved communication between the administration and the faculties. Communication however, can always be improved and the above plan is not a panacea.

JUNIOR TEACHERS FROM FIFTH AND SIXTH GRADES

The Junior Teachers proved very beneficial in helping to reinforce reading skills that had previously been introduced by the teacher. These children were dependable fifth and sixth grade students. Ordinarily they would not come to school until nine-thirty. As a junior teacher they would come at eight-thirty and help the various grade levels throughout their respective school.

WORKSHOPS FOR READING MATERIALS

The Principal of the Franklin Elementary School helped the Compensatory Education Program by conducting workshops in reading materials for the primary grades. The materials were supplied through compensatory education and the primary teachers made word lists, flashers, word games and stories. The teachers took the materials they made in the workshops back to their respective rooms and they and their junior teacher put them to good use.

An evaluation sheet that was handed out to the primary teachers seemed to indicate that well over ninety percent of the teachers used the materials made in the workshops during the year. Most of the teachers wanted more workshops this coming year, to make many more reading materials. As a result of this request, the Compensatory Education Program will conduct workshops on all grade levels with emphasis on the fourth, fifth, and sixth grades.

EVALUATION OF SPLIT SESSION READING PROGRAM

SPECIFIC REPORTS FROM TEACHERS

I. Reasons why the teachers favored the split session reading program.

A 1. Opportunity for more individual instruction
B 2. More homogeneous grouping
C 3. Small groups can be worked with more easily
D 4. No interruption from children in other groups needing help
E 5. Much more opportunity for enrichment and discussion of material
F 6. Opportunity for more rapid individual advancement
G 7. Children have the opportunity to develop confidence within their own group
H 8. Split session allows more oral participation
I 9. Gives more time for supplementary reading and reading projects
J 10. Because of the split session, I have the use of a junior teacher

II. Reasons why teachers were not in favor of split session:

1. Not able to give individual help to remedial group that left school at 2:30
2. Children are listless and tired by the end of the day and do not put forth their best efforts in reading
3. Parents of large families dislike having to get children ready for school twice every day
4. Children loitering before and after school
5. Don't like putting in an extra half-hour every day, especially without compensation. (This will be remedied during 1964-65)
6. Some children come late and interrupt the class, however, almost always the same children would be late anyway.
7. Takes time from preparation in the morning

EVALUATION FORM

"Evaluation of 1963-64 Split Session Reading Program

1. Give information on the beneficial parts of the Primary split session reading program.

2. Give information that would indicate the parts of the Primary split session reading program that are not beneficial.

3. Give information on the beneficial parts of the upper grade split session reading program.

4. Give information that would indicate the parts of the upper grade split session reading program that are not beneficial.

5. Give reasons why you think we should continue or discontinue the split session reading program.

6. Give any other reading plans or ideas that you might think would be more beneficial than the split session reading program.

Most of the schools felt that the good points overshadowed the bad points of the split session. However, there will be some schools that will go "off" split session this coming year.

During the 1964-65 year, the elementary schools will have an extended day program, adjustment teachers, nutrition breaks, SRA Reading Lab., and workshops for the upper grades in reading.

EVALUATION OF STUDY CENTERS

EVALUATION OF STUDY CENTERS
OVERVIEW

I. Evaluation of Study Centers

   A. During the year of 1963-64, study centers were placed in six elementary schools, a junior high school and a senior high school.

      1. The study centers in the two secondary schools were strictly academic. A questionnaire was distributed to the student bodies asking in what subjects the students felt they could use some extra help. The students stated that they would like help in math, science, English and history. From this direction the study centers were opened. On Monday afternoon there were two math teachers in the study centers; on Wednesday there were 2 history teachers, and on Thursday there were 2 science teachers ready to give help in the study centers. An English teacher was always present in the study center, as this was an area where all of the students could use help constantly. The teachers were paid $5.67 per hour.

      2. In the six elementary schools, the study centers were placed in either a classroom or an all-purpose room. The study centers were conducted for one hour after school. The secondary study centers were conducted from 4:00 to 6:00 on Monday and Thursday afternoons and 7:00 to 9:00 on Wednesday evenings.

      3. All of the study centers were on a voluntary basis except the center at the Carver school. At the Carver school the children were tested at the fourth grade level and those that scored low in language and reading skills were asked to participate in the study centers. The

child's parents were also contacted and the study center was explained to them. See test scores. (Appendix p. 1)

B. Fresno State College Students

1. Sociology students from the Fresno State College were paid one dollar and a half (1.50) to help in the secondary study centers. Student teachers helped in the elementary study centers. Most of these students came from a sociology class that was dealing with the cultural background of students in low socio-economic areas.

C. Publicity on Study Centers

Notices of the study center times and places were placed in the local paper, school daily bulletin and in the elementary schools, notices went home in the report cards. Constant advertising was necessary to keep the attendance up.

1. The following are statements that were made at evaluation meetings on the study centers. These evaluation meetings were conducted with each school by the Director of Compensatory Education. Statements made in favor of the study centers were as follows:
    a. Gave students a chance to have a quiet place to study with reference books and help from teachers.
    b. Provided individualized help for students behind in their work.
    c. Gave students help with their homework.
    d. It makes the students feel that someone cares about them.
    e. It has given a limited number of students a place to study.

   f. The students seemed to appreciate the attention and praise.

2. Statements made that are not in favor of study centers:
   a. Difficult to get other teachers interested in study centers
   b. Need for more advertising on the part of the school, so that the parents will become interested
   c. The same students, especially the better students seem to frequent the study center
   d. Requires a great amount of effort on publicity
   e. Study centers should not be completely on a voluntary basis
   f. Not enough participation of students to justify the spending of funds
   g. The study center is helping only a small percent of the total student body
   h. Most students that need help on the secondary level are so lost in English that they do not come to the study centers. The money would be better spent in the primary grades.

3. As a result of evaluating the elementary program and the secondary program which had to do with study centers, it was decided to spend some of the compensatory money in another area. Specifically on the elementary level, an extended day program with parents involved will be tried, and a resource teacher will be placed in the elementary schools. At the secondary level, an evening counseling program for parents will be tried at the seventh and ninth grade levels.

4. Study centers are a benefit to any school. However, it was felt that experimentation should also be tried in the adjustment teacher area and the secondary evening counseling area. The study centers will continue with volunteer help being furnished by the teachers, Fresno State College, and the Volunteer Service which includes Women's Service Organizations.
    a. All sign-up sheets of 1963-64 have been sent to Mr. Leo Lopez, State Consultant on Compensatory Education.

Fresno City Unified School District

Compensatory Education Program

May, 1964

Evaluation of Study Centers

1. In what ways has the program been of value to the students?
2. What contributions have you made to the program as a teacher in the study center?
3. In what ways could the study center be used more effectively?
4. How have you benefited from the program?
5. Has the participation of students been satisfactory?
6. Do you feel the study center has benefited the children?
7. Is this program of benefit to this community? If not, what should we do?
8. Should the program be structured more tightly?
9. How could CEP get better dollar value?
10. Should attendance be of a voluntary nature?

GEORGE WASHINGTON CARVER SCHOOL

C. E. P. Extended Day Classes

PROGRAM MECHANICS

Carver School operated three extended day classes under Fresno School Compensatory Education Program in an effort to upgrade the so-called "culturally deprived children," in that school. The extended day classes started five minutes after regular classes and was in session for 60 minutes each week for a period of 14 weeks.

A special classroom was used in which extra texts, library sets, encyclopedias and educational materials were housed. Compensatory Education Program materials especially produced for children in the Edison High School District, Reading Skills Survey for the Elementary classroom by Dr. Manning and Dr. Whalen, conventional reading material and educational gains were used. These items were particularly chosen for the educational level of the child.

Standard school tests and teacher judgment were used to divide the regular Fourth Grade classes into homogeneous Reading groups. Grade levels of these groups were 2.8 Grade, 3.0 Grade and 3.2 Grade. Twenty students was set as a maximum class size.

"Parent-School Contracts" were sent home with the children selected to participate in the Program. This was an agreement by the parents to take full responsibility for the child's attendance, conduct in class and to provide other incentives for learning and an agreement by the school to give full support to parents and provide extra educational opportunities for the children. The agreement made attendance mandatory. Only those children who returned "contracts" were enrolled in the class.

Teachers from the primary grades were chosen to teach these classes on a team-teaching basis. One teacher planned the lesson and presented it one evening while the "assistant" helped individual children. For the next class, the teachers switched roles. Papers to correct and materials to be readied for the next class were divided. An earnest attempt was made to liven the lesson or to make the hours experience exciting and different from their regular days classes.

PROGRAM EVALUATION

Students

Even with the tremendous build up afforded this program, the students chosen for thsse classes failed to gain any enthusiasm. They still felt trapped by the room and worst of all, any ability to deeply concentrate or develop interest still escaped them. Regular attendance was not a rarity because of the attendance agreement in the "contract"; however, it seemed at times we truly had their body but not their minds. Toward the end, many mothers broke down and wrote notes to release their children from extended day classes. Test scores showed conclusively that no academic acceleration took place in the classes on the whole. Hand in hand with this, personal attitudes centered around learning, were not visibly helped. There were some children who did develop under this tutelage. These children gave the program its source of joy and some sense of accomplishment.

PROGRAM EVALUATION

Teachers

Personnel used in the program were highly trained and capable people. All the enthusiasm, physical and mental efforts necessary for success were put into operation. Most of the C.E.P. salaries of these teachers were put back into the classes in many educational forms.

Parents

Most parents again and again wanted to help the school and their child...but simply did not know how. Because of the wide publicity given C.E.P. they started off strong but soon gave up in frustration. As the parents fell...so did the students. Few, if any, culturally deprived students can rise above their parents in social or economic position. Parent education is of paramount importance.

GENERAL EVALUATION

In taking the under-achievers, with supposedly low intelligent quotients and putting them under pressure to excell, we found out exactly what was felt all along, it takes something more than excellent teachers working in an exciting atmosphere using modern educational materials to produce an academically acceptable student--if that student is a so-called verbally or culturally deprived student.

Generally speaking, the Program at Carver was not altogether successful. A great deal of effort was placed on under-achievers not able to stand the pressure. Good results could have been shown by using the top students in the Fourth Grade or any other Grade; however, merely to show good results was not the intent of this particular program.

If, by some way, parents could experience the same or similar educational experience at a coinciding time, much more progress would be made in up-grading a culturally deprived community.

WRG:bt

EVALUATION

# of the

IN-SERVICE TEACHER EDUCATION PROJECT

The In-Service Teacher Education Project is composed of five Sections:

I. In-Service Teacher Training Meeting Series
II. Curriculum Development
III. Compensatory Education Library and Materials Center
IV. Out-of-District Workshop, Conference, and School Visitations
V. The Development of and Teacher Participation in Specialized Education Courses

Each of these sections is designed to bring about a better understanding of the culturally different student and encourage the development and use of teaching techniques which will bring about the success of each such student in development of his potential.

The ensuing outline includes for each section, the specific objective, organization and procedures used during the 1963-64 school year, evaluation, prospectus for 1964-65, and long-range recommendations for future planning.

IN-SERVICE TEACHER TRAINING MEETING SERIES

I. In-Service Meeting Series

  A. Specific Objective

    Identification of existing problems and the development of positive attitudes and approaches to the identified problems.

  B. Organization and Procedures

    1. Planning and Participating Personnel

      a. Coordinator, Compensatory Education Program

      b. Chairman, Graduate School of Social Work, Fresno State College

      c. Department of Education Staff Member, University of California Berkeley Campus

      d. Executive Secretary, Commission on Equal Employment Opportunity for Teachers

      e. Assistant Superintendent of Secondary Education, Fresno City Unified School District

      f. Member, Fresno City Unified School District Board of Education

    2. Target Group

      Administrators and teachers of the Edison District Schools involved in the Compensatory Education Program

    3. Announcement of the meeting series was made to each teacher.(Appendix p. 1)

    4. Meetings

      a. Meeting 1.

        Speaker: Chairman, Graduate School of Social Work, Fresno State College

Topic: "Compensation, Culture and Commitment" Post-meeting session with school representatives for the purpose of distributing material prepared by the speaker for use in discussion groups in individual schools. (Appendix p. 2)

b. Meeting 2

Representatives from each school acted as group discussion leaders at meetings in the individual schools. These meetings gave the teachers an opportunity to react to the speaker and identify specific school problems in those areas discussed by the speaker. Letters were sent to the discussion leaders reminding them of the use to be made of the discussion results. (Appendix p. 3)

c. Meeting 3

Prior to the meeting, teachers were given their assignments to specific discussion groups insuring a representative cross-section of schools and grade levels. Seventeen groups were formed, each averaging thirteen members. Group leaders were also contacted giving them more specific details of their assignments. (Appendix p. 4) Discussion objective: The Compilation of formal report on most crucial problems facing **faculties of** Edison District Schools. Report was submitted to Compensatory Education Coordinator for organization into a composite report and distribution to Edison District **faculties.**

Result: Fifteen of the seventeen group reports were submitted to the coordinator. A digest of these was made and returned to the schools. (Appendix p. 5-8) Group leaders also submitted personal evaluations of their inter-school discussion group. (Appendix p. 9)

d. Meeting 4.

Group leaders met with their individual school discussion groups to review the digest resulting from the inter-school discussion groups. Teachers were encouraged to submit suggestions for solutions to the problems identified. These suggestions were sent to the C.E.P. Coordinator to be used in preparation for the final meeting of the series.

e. Meeting 5.

Invitations were sent to community leaders who had indicated an interest in our meeting series. (Appendix p. 10) A panel of speakers was chosen to consider the problems identified and the solutions suggested. Two of the speakers were asked to give twenty minute presentations, (tape-recordings on file) addressing their remarks to the problems identified and giving specific suggestions for development of existing solutions and submitting ideas for new approaches. A question and answer session followed the presentations.

Final evaluation sheets (Appendix p. 11) were completed by participating teachers.

C. Evaluation

The in-service training meetings completed during the 1963-64 school year achieved the over-all objective only in part. The identification of specific school problems was accomplished; the development of positive attitudes and approaches to the existing problems remains as a goal for the 1964-65 school year.

Results indicate that local faculty attitudes reflect a nationwide problem: that of accomodating schools and teachers molded by one culture to the educational needs of children molded by a variety of cultures.

This problem has led many teachers in the Edison District Schools to seriously underestimate the intellectual and behavioral potential of their students. This underestimation is, of course, without factual substantiation. It is largely a manifestation of a general faculty attitude toward minority cultures. An attitude which is close to prejudice. As a result, many regard the imposition of rigid disciplinary controls as their primary professional function because their opinion of student potential leads them to believe that even minimal student academic performance cannot be achieved without the use of disciplinary leverage. The ultimate victim of these deficiencies is, of course, the culturally different student. His snowballing unreadiness as he moves from level to level, as might be expected, results in the "gap between what the students should know and what they do know becoming wider year by year."* Decisive steps for an immediate drastic change of this attitude, therefore, most constitute the first order of uncompleted business for the Compensatory Education Program.

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*Improving English Skills, published by U.S. Department of Health, Education and Welfare, Office of Education.

Although teacher attitudes toward student potential indicates the primary target for future in-service meetings, major defects in existing policies and procedures of the Edison School District, *as identified by the teachers*, through the in-service education meetings, are a necessary part of recommendations for future action.

Inflexibility of an unrealistic curriculum, coupled with in-appropriate materials were thought, by teachers, to contribute to lack of achievement for the student, resulting in decline of teacher motivation. Comment is made in the Curriculum Development Section on projects initiated which indicate that curriculum handled skillfully by teachers and administrators need not remain static and unsuited to student educational needs.

Class size, a particularly important factor in schools enrolling children from marginal socio-economic circumstances, was not considered a particular problem in the elementary schools. However, the grouping systems, which are devised to minimize the class-size problem, were characterized as not meeting the needs, resulting in underachievement at each level.

Communication between the schools and the community was felt by many teachers at all levels to be inadequate and a matter demanding thoughtful development by teachers and administrators.

D. Prospectus:

During the 1964-65 school year, the primary objedtive will be to continue working towards development of positive faculty attitudes toward the culturally different student and the improvement of conditions leading to student academic achievement in the Edison District.

In working toward this goal, Language Arts was chosen as the curriculum area from which an attack on the overall problem will be made. A study of language problems and the development of solutions will provide an opportunity for analysis of the differences in cultural language patterns and the effect of unwarrantable teacher attitudes toward these differences upon student achievement.

A series of meetings has been scheduled designed to accomplish these objectives. A tentative outline of the meetings series is included in the appendix. (appendix p. 12)

E. Recommendations:

1. Establish as a permanent part of the teacher institute schedule, at least one day of meetings for teachers in the Edison District Schools to be conducted by C.E.P. personnel.
2. Develop curriculum workshops to be presented concurrently with regular workshops which would be designed specifically to fit the learning patterns of children coming from low socio-economic and culturally different backgrounds.
3. Make available specialized consultant services to teachers having culturally different students.

CURRICULUM DEVELOPMENT

II. Curriculum Development

A. Specific Objective

To provide assistance in preparation of and to encourage the development of materials best suited to the learning patterns of students in the Edison School District.

B. Organization and Procedures

1. The Fresno City Unified School District Department of Curriculum provides services to the teachers of the total district. Special projects among the Edison District Schools under supervision of the school principals have been conducted and assistance provided by Compensatory Education Program personnel when requested.
2. Outstanding among these was a reading workshop conducted by the Principal of the Franklin Elementary School. A series of meetings was held for first and second grade teachers, providing material and information concerning its use. The materials were prepared under the direction of the school principal.
3. The head teacher of the Columbia Elementary School was successful in experimenting with approaches to reading for the below grade level student. In this sixth grade classroom the students were also given an opportunity to study the history of different cultures.
4. Many other projects were conducted at the various schools by teachers interested in seeking new methods for bringing their students to a fuller realization of their abilities.

C. Evaluation

On-going reading curriculum meetings were evaluated by the participating teachers. Reactions and requests were recorded on questionnaires distributed by the school principal conducting the curriculum activities. Tabulated results were reported to the Compensatory Education Director. Purchase of equipment and supplies for use in the workshops was made with funds from Compensation Education.

A questionnaire requesting workshop topics for the 1964-65 school year was completed by the Edison District Elementary Schools, grades 4 through 6. These were submitted to the Compensatory Education Department for tabulation and review. (Appendix p. 13)

Evaluations made by teachers during the in-service training meetings may be referred to for further information concerning curriculum development. (Appendix p. 5-8)

D. Prospectus

During the 1964-65 school year, the C.E.P. will again be actively assisting in the individual projects conducted in the Edison District Schools. This assistance will include the purchase of workshop materials.

Teachers will again be encouraged to develop projects for the purpose of improving teaching methods.

In-service teacher training meetings will focus on the language area of the curriculum. Details of this project are a part of the In-Service Training Project prospectus.

E. Recommendations

Recommendations for this section are included in the In-Service Teacher Training Section.

COMPENSATORY EDUCATION LIBRARY AND MATERIALS CENTER

III. Compensatory Education Library and Materials Center

A. Specific Objective

1. To provide district personnel with a center where literature will be available concerning local, state, and national educational projects designed for students from low socio-economic and culturally different backgrounds.
2. To provide books and pamphlets on subjects related to the objectives of the Compensatory Education Program.

B. Organization and Procedure

1. Compensatory Education personnel have collected reference material concerning other projects conducted throughout the United States whose objectives are related to those of the total Compensatory Education Program.
2. Additions have been made to this collection as teachers submitted reports from visitations made to conferences, conventions and experimental school programs.
3. Bibliographies recommending literature of interest to school personnel involved in the Compensatory Education Program were collected from a variety of sources and made available upon request.
4. A limited number of books and pamphlets, recommended and approved for purchase, were made available on a loan basis from the office of the Compensatory Education Department.

C. Prospectus

Additions will be made to the above-mentioned collection during the coming year and cataloged for the convenience of both Compensatory Education Staff and Edison District personnel.

D. Recommendations

It is recommended that funds be budgeted for the purpose of broadening the scope and increasing the size of the Compensatory Education Library and Materials Center.

OUT-OF-DISTRICT WORKSHOP, CONFERENCE, AND SCHOOL VISITATION PROJECT

IV. Out-of-town District Workshop, Conference, and School Visitation Project.

A. Specific Objective

Provide opportunities for Compensatory Education Staff and Edison School District personnel to attend out-of-district workshops and conferences on subjects related to the Compensatory Education Program objectives when attendance would give added motivation and provide information valuable to the progress of the total program.

B. Organization and Procedure

1. Information received by the Compensatory Education office concerning conferences, workshops and seminars has been kept on file and made available to Edison District personnel.
2. Any of the above-mentioned information which relates to specific schools and grade levels was sent to the school administrator for notification of interested staff members.
3. Requests were made for administrative permission to attend such meetings if school hours were involved, or if Compensatory Education funds were to be used to pay expenses incurred.
4. Visits were made by teachers and Compensatory Education personnel to schools conducting experimental programs involving culturally different students and those coming from low socio-economic backgrounds.

5. The following is a list of out-of-district trips made under the auspices of Compensatory Education Program, during the 1963-64 school year. Conferences attended:
    a. Compensatory Education Program Kick-off Day, Sausalito, California, December 8, 1963. Attended by Compensatory Education coordinator.
    b. People Who Follow the Crops, Bakersfield, California February 27, 28, 1964. Attended by Compensatory Education coordinator, director and school principal.
    c. Education of Spanish Speaking Students, Garden Grove, California, February 14, 15, 1964. Attended by Coordinator and four teachers representing schools having highest proportion of Spanish speaking students.
6. Visitations to Compensatory Education Program Directors and Schools:
    a. Mr. Isadore Pivnick, Director of Special Projects, San Francisco City Schools, San Francisco, California December 9, 1963. Attended by Coordinator, Compensatory Education.
    b. Mr. George McMullen, Director of Special Projects Los Angeles City Schools, Los Angeles, California May 7, 8, 1964. Attended by Coordinator, Compensatory Education.
    c. Clayton B. Wire Elementary School, Mrs. Snyder, Principal, Ungraded Elementary School Program, Sacramento, California May 29, 1964. Attended by Compensatory Education Coordinator, two Edison District Elementary School Principals, four teachers from

district elementary schools.

Teachers and Compensatory Education Program personnel attending these events reported their findings and reactions to their faculties and the Compensatory Education Program Citizens Advisory Committee.

C. Evaluation

1. Teachers and Compensatory Education staff members attending any out-of-district meetings were asked to make reports on their reactions and findings to the Compensatory Education Citizens' and Technical Advisory Committee, and to interested faculty groups. Several excellent reports were made and many benefited by the teachers' individual experiences.
2. Reactions to this practice of encouraging and making possible attendance at out-of-district meetings indicate that interest in the Compensatory Education Program objectives increased as the teachers became involved with other groups working to solve problems related to their own. Motivation to develop and use new techniques heightened as these contacts were made.
3. Compensatory Education staff members received information valuable to the development and success of the local program as a result of conferences with the directors of other programs.

D. Prospectus:

1. Information concerning conferences and conventions will be compiled and evaluated by Compensatory Education personnel.
2. Members of the Compensatory Education staff will attend

any of these which would be of value to the promotion of the program goals.

3. Edison District teachers will be contacted concerning attendance at any conference or convention which would enhance their knowledge and value to continuance and extension of the program goals.

E. Recommendations:

1. It is recommended that funds be budgeted for the continuance and extension of the project.
2. It is recommended that prior commitment be made for reporting to insure maximum benefit from the out-of-district meetings attended under the auspices of the Compensatory Education Program.
3. It is recommended that notices be sent to all Edison District Schools concerning any conference, convention, of educational course that would be valuable to the success of the Compensatory Education Program.
4. That all Edison District School personnel be informed of the Compensatory Education practices concerning this phase of the total program.

THE DEVELOPMENT OF AND TEACHER PARTICIPATION IN SPECIALIZED EDUCATION COURSES

V. The Development of and Teacher Participation in Specialized Education Courses

A. Specific Objectives

1. To encourage extension of the curriculum at Fresno State College, Fresno State College Extension Division, and Fresno City Schools Adult Education Division to include courses related to attaining the objectives of the Compensatory Education Department.
2. To investigate the possibility of other institutions of higher learning (located out of the Fresno area) offering courses locally on an extension basis.
3. To encourage teachers of the Edison District Schools to attend classes made available.

B. Procedure

1. Conferences were held with personnel at Fresno State College, Fresno State College Extension Division and the Adult Education Division of the Fresno City Unified School District responsible for curriculum for the purpose of selecting and developing courses related to attaining the objectives of the Compensatory Education Program.
2. Teachers were informed concerning any courses available which would result in improved educational practices in the Edison District Schools. (Appendix p. 14) In some instances, Compensatory Education Department funds have been provided to make attendance at a particular course possible.

C. Evaluation.

1. Keeping in direct touch with current programs has been important in maintaining a high degree of interest in our local efforts. Teachers who have attended these classes have reported to the Citizens Advisory Committee and faculty groups on the information obtained. Reactions to these reports have been excellent.
2. Fresno State College has provided a valuable resource to the Compensatory Education Program in a variety of areas. Dr. Richard Sparks, head of the Fresno State College Education Department has been instrumental in making classes available to teachers interested in improving their understanding of students coming from a variety of cultural backgrounds and having minimal social and economic advantages.
3. Three Edison High School teachers who attended classes at the University of California will help plan and carry out in-service education meetings during the 1964-65 school year.
4. Directors of the Fresno City Unified School District Adult Education Division have been cooperative in making plans for developing adult school classes which will be of interest and value to Edison District personnel.

D. Prospectus

1. Information concerning classes available will be sent to the Edison District schools from the Compensatory Education office. Information concerning extension, college and adult education courses will be included in these bulletins.

2. Teachers who will use the courses as a direct resource for use by Compensatory Educational personnel in planning in-service programs will be granted tuition from Compensatory Education funds.

E. Recommendations

1. It is recommended that funds be budgeted for the continuance of this project.
2. It is recommended that notices be sent to all Edison District Schools concerning any conference, convention, or educational course that would be valuable to the success of the Compensatory Education Program.
3. That all Edison District Schools' personnel be informed of the Compensatory Education informational services.

FRESNO CITY UNIFIED SCHOOL DISTRICT
COMPENSATORY EDUCATION PROGRAM

Outline of In-Service Meetings for Teachers and Administrators

Purpose: The purpose of these meetings is to give teachers and administrators working in the Edison District Schools some background information concerning culturally disadvantaged students and an opportunity to discuss and use this information in developing solutions to specific school problems.

Method: Three general meetings will be held: January 15, February 5, and February 26. Released time will be arranged by the principals in order to schedule the general meetings for 3:00 PM. In the intervening time between general meetings, faculty group meetings will be held in order to react to the speaker and identify problems and possible solutions to be discussed at the following general meeting.

Schedule:

Meeting No.	Date	Place	Event
1 *	Jan. 15	Irwin Jr. High	Speaker:Mr.Thomas Brigham** "Compensation, Culture, and Commitment"
2	set by school	individual schools	Group discussion for the purpose of reacting to the speaker and identifying specific problems in those areas discussed by speaker.
3 *	Feb. 5	Irwin Jr. High	General assembly-dismissal to previously designated groups where a formal list of five most crucial problems will be compiled.
4	set by school	individual schools	Discussion in each school based on list of problems from general meeting (compiled and issued from CEP office) for the purpose of identifying solutions now being attempted or considered by the teachers.
5	February 26	Irwin Jr. High	Panel of speakers headed by Mr. Brigham will evaluate the solutions and make specific suggestions for developing existing solutions and submit ideas for new approaches.

**Thomas M. Brigham, M.S.W., University of California; R.S.W., Registered Social Worker, State of California; Associate Professor of Sociology and Head of (new) Graduate School of Social Work, Fresno State College; Co-Director of Study on Farm Labor Families in Fresno, 1959-60; United Nations Social Work Training Advisor to the Government of Indonesia, 1961-62.

* One unit of professional growth credit will be given for general meetings.

Approved by: L. Toddhunter; I. Dann

Suggested Topic Areas or Questions
for
Consideration at Staff Meetings

Submitted by T. M. Brigham

As faculty and administration in the individual schools meet following the general meeting on January 15, they might be considering application of the general meeting comments to their own locations. They may also be reacting in all sorts of ways to the speaker's assumptions, fact, challenges and charges--he hopes.

Here is a suggested guide for meetings in the individual schools. It is only suggested as preparation for the second general meeting.

1. Do any of our staff have prejudices, open or indirect, involving the children with whom we deal, or the groups from which they come? (Be honest, now)

2. Do any of our staff use, consciously or unconsciously, any sterotypes about these children or their families?("Negroes are stupid; Mexicans are lazy: ANC mothers have a loose love life;" etc.)

3. Do our staff members ever violate the ethical concept of confidentiality by gossiping about students or their families at lunch, breaks, or elsewhere?

4. If our answer to any of the first three questions is even a qualified "yes", do we have any problem in regard to how to do something about the "yes" answers?

5. Problem Census:

    a. What do we feel are the half-dozen or so major problems facing our school and our staff in terms of the students themselves, their families or the area?

    b. What do we feel are the major problems, or weaknesses, in our school's and our staff's approach to meeting the needs of our students?

TMB:jd

REMINDER !!!

Be Ready !

February 5, 1964
Irwin Junior High School
3:00 p.m.
General Meeting
Edison District Schools
Teachers and Administrators

Dear

Thank you for attending the session following the January 15 meeting.

There must have been varied reactions to Mr. Brigham's speech. Have you been able to channel these reactions into a discussion of your school's major problems?

On February 5, at our next general meeting, these problems will be discussed with faculty members from all participating elementary and secondary schools. Make sure your faculty members have your local results to discuss and compare with those of their Edison District colleagues.

E. Walker
Compensatory Education Department

FRESNO CITY UNITED SCHOOL DISTRICT
Compensatory Education Program
February 3, 1964

Dear

I hope you will accept the assignment as group leader when we meet with the Edison District School faculties on February 5, this Wednesday.

After a general assembly in the auditorium, we will dismiss to the discussion groups. The faculties have already been given their group and room assignments. A copy of these assignments is enclosed.

Also enclosed is a suggested agenda. These suggestions should not be used if they in any way inhibit the spontaneous exchange of ideas. Use it at your own discretion. You may want to appoint a recorder to fill in this information as the problems are identified.

After you dismiss your group at 3:50, we would like to meet in the auditorium with the group leaders for a few minutes. At that time we will collect the lists and discuss a possible method of evaluation.

Your help in making this meeting a success is greatly appreciated.

Sincerely

Evelynne Walker, coordinator
Compensatory Education Program

EW

REPORT
on
Inter-School Group Discussions
conducted at
Irwin Junior High School
February 5, 1964

Participating Schools

Edison District Schools
6 elementary schools (+ 1 out of district)
1 junior high school
1 senior high school

Number of teachers participating: approx. 225

Composition of groups: 17 groups
13 members each

Each group was composed of members representing different levels and schools. Assignment to groups was made prior to the meeting date.

Preparation: Preliminary sessions were held in each of the participating schools for the purpose of identifying specific educational problems.

Inter-Schools Meeting: After a short general assembly, the teachers dismissed to previously designated groups where a formal report on most crucial problems was compiled.

Result: Fifteen of the seventeen group reports were submitted to the Compensatory Education Dept. A digest of these reports was made and returned to the schools. Discussion groups in the schools were encouraged to meet for the purpose of making creative suggestions for solution of the problems identified.

A panel of speakers* has been chosen to consider the problems identified.

The final meeting of this series is scheduled for February 26 at Irwin Junior High School, where the assembled teachers and administrators will hear the panel members' reactions to the discussion group results. A question and answer period will follow their remarks.

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* Panel Members:
Dr. Marie Fielder, University of California, Berkeley
Mr. Wilson Riles, Executive Secretary Commission on Equal Employment (Opportunity for Teachers
Mr. Thomas Brigham, Fresno State College
Mr. Irwin Dann, Assistant Superintendent of Secondary Ed., Fresno
Dr. John Young, Member of Fresno Board of Education

DIGEST OF DISCUSSION GROUP REPORTS

Problems of discipline and motivation were associated with these student characteristics:

LACK OF:
- self-confidence
- pride
- self-control
- initiative
- respect (for school, teachers, adults)
- reasoning ability
- self-discipline
- responsibility (attendance & assignments)
- education goals
- motivation
- interest
- organizational ability

Many teachers expressed the feeling that aggressive acts stemmed from a desire for attention which the students were unable to receive as a result of merit. A lack of attention at home was also mentioned as a causative factor.

Problems of discipline in the school were associated with peer relationships. The following were repeated many times in the reports:

conflict between the races
aggressive toward peers
fault-finding
criteria for leadership
leaders /faculty
influence predominates
over adult-home-school

Current social changes and the resultant publicity was thought by some to have caused students to be more "keyed-up", emotional, and apt to suspect teachers of prejudicial treatment.

Some problems were directly related to the child's physical well-being. In several groups, poor attendance was attributed to poor health in addition to a lack of interest. Children were characterized as listless, tired, overly emotional, and in many cases suffering from hunger.

Three main areas of communication failure, from which misunderstandings developed, were apparent. These areas and possible causes were:

- Lack of communication between teachers and parents
  - lack of time for home visits
  - inability to communicate (language and background differences)
  - teachers "shut out" parents at PTA (group together)
  - need felt for contact
  - parents don't participate
- Lack of communication between school and community
  - no unified effort
  - lack of community participation in school activities
  - community directed activities lacking (particularly for girls)
- Lack of communication between schools
  - misunderstandings exist concerning goals of different levels
  - methods and materials should be exchanged

DIGEST OF GROUP DISCUSSION REPORTS

Problems originating in curriculum and grouping methods:

CURRICULUM

problems stem from its inflexibility in number of subjects required and amount of time allowed for each. This results in exposure to the subjects rather than developing understandings. The child never has the background required for the next level of learning in any given subject. The attitude of the teacher and student progressively deteriorates under these conditions.

MATERIALS

tend to be:
- unrealistic
- inappropriate
- lacking, due to financial stress
- expensive to the teacher in time and money (rewriting and purchasing materials more suitable)
- unavailable in consumable form (workbooks) above 3rd. grade level

The above tendencies result in:
- constant and progressive lack of readiness as child goes from grade to grade
- promotion of children for reasons other than scholastic achievement (age, size, social development)
- constant failure of the child to feel accomplishment and success
- decline of teacher motivation

COMPOSITION OF CLASSES

Most classes are too large for the individual attention required because of unreadiness of students from K-12.

The more able child (college prep) has fairly small classes available, (20-25).

The less able (general and special classes) is usually in larger classes (40-50) where individual attention becomes impossible. (comments from secondary schools)

GROUPING SYSTEMS

Heterogeneous (most commonly used in elementary grades)
- spread of ability too great in view of class size
- slower student never feels successful
- brighter student "on his own"

Homogeneous
- preferred, but lacks flexibility due to class size
  - split-session reading results not conclusive, comments varied: "not valuable above 2nd grade", "limits number of other subjects and time for each", "best solution to reading problem, but limits preparation time of teachers in addition to cutting down on time for other subjects".

General concensus: present methods not meeting need resulting in student unreadiness for next level.

SPECIAL EDUCATION CLASSES

In every discussion group a need for more special education classes was expressed. Three types received most comment.

Reading (remedial)
Need for more teachers who have the special training required. In most schools the regular teachers "take turns" with lower reading groups.

M.R.
Children are on a waiting list.
Students oftentimes not formally identified (particularly if they constitute no discipline problem) because of inability to place those already identified.

Vocational (secondary school comments)
Need felt for more classes and in greater variety.
Children are many times placed in inappropriate and overcrowded classes.

Group Discussion Recorder's Report:

Group #______________ Discussion Recorder __________________________

	Yes	No	Comments
Did all members participate in the discussion?			
Was the size of group condusive to adequate participation?			
Were the purposes clearly defined?			
Had the individual faculty sessions produced noticeable results?			
Did inclusion of teachers from all levels (elem. sec.) produce a broader scope for discussion?			

General comment on success of group discussion method.

Suggestions for improvement.

Please have the group members sign the attached sheet.
In-service cards are to be distributed at the end of the discussion period, and returned to individual school principals.

Fresno City Unified School District
Compensatory Education Department
305 E. Belgravia Street
Fresno, California 93706
Phone 266-3560

February 18, 1964

Dear

You are invited to attend the last in our present series of in-service teacher education meetings which will take place February 26, at Irwin Junior High School, 2:30-4:30 p.m.

During the past few weeks, discussion sessions were held by teachers in the Edison District Schools, for the purpose of identifying specific school problems. Reports of these sessions were compiled and distributed for further discussion on possible solutions to the problems.

A panel of speakers will comment on the results of these sessions. Dr. Marie Fielder, Department of Education, University of California at Berkeley, will emphasize, in her remarks, the curriculum aspects of the problems. Mr. Wilson Riles, Consultant to State Department of Education, Commission on Teacher Employment Practices, will address his comments to the area of teacher/student attitudes. Mr. Erwin A. Dann, Assistant Superintendent of Secondary Education, and Dr. John E. Young, will present their areas of responsibility on the panel. Mr. Thomas Brigham, head of the new Graduate School of Social Welfare, Fresno State College, will moderate the panel.

We appreciate your interest in our Compensatory Education Program and hope you will be able to attend this meeting.

Cordially yours,

Evelynne Walker, Coordinator
In-service Teacher Education
Compensatory Education Department

EW:emh

FRESNO CITY UNIFIED SCHOOL DISTRICT
Compensatory Education Program
INDIVIDUAL EVALUATION
of
In-Service Meeting Series

General Meetings

Jan. 15
Speaker

Reaction - Positive_____ Negative_____

General Comments:

Feb. 5
Discussion
Sessions

Reaction - Positive_____ Negative_____

General Comments:

Feb. 26
Panel Discussion
of Feb. 5 results

Reaction - Positive_____ Negative_____

General Comments:

COMPENSATORY EDUCATION DEPARTMENT

In-Service Teacher Training Program
Meeting Schedule, 1964-65
Edison District Schools

Workshops and in-service meetings will be designed to provide the teachers and administrators of the Edison District Schools with background material and specific methods for:

........improving students' self-image

........identifying and motivating the student having special problems and needs

........subject area improvement

The dates listed below have been scheduled for meetings to be held under the auspices of the Compensatory Education Program during the 1964-65 school year.

Curriculum workshops in reading, conducted by Mr. Pratt, Principal of Franklin Elementary School, will be scheduled separately.

Information concerning topics and location will be made available prior to each meeting.

Date	Time	Participants
October 13	3:00 - 4:00	Secondary and Elementary Schools
November 18	3:00 - 4:00	Secondary Schools
November 19	3:00 - 4:00	Elementary Schools
January 20	3:00 - 4:00	Elementary Schools
January 21	3:00 - 4:00	Secondary Schools
April 1	2:30 - 4:00	Elementary and Secondary Schools
May 12	2:30 - 4:30	Elementary and Secondary Schools

Compensatory Education Program

Review of Teacher Workshop requests compiled from questionnaire
Edison District Elementary Schools- Grades 4-6

Most frequently requested were for workshops giving specific teaching methods and materials for teaching the slow learner. Reading was the prime concern. The following subjects are listed below in the order of most frequent requests:

1. Reading (below grade child)
2. History)
   Geography)
   Civics)
3. Health
4. Exchange of ideas and materials among teachers in Edison District Schools .
5. Visitations to schools outside district to exchange ideas, etc.
6. Grading procedures for the below grade student
7. Individual school workshops with leadership from Compensatory Education Program staff.
8. Modern Math for slow learner
9. Materials were requested adapted to slow learner for all subject areas
10. Remedial Reading teachers
11. SRA Lab. 3rd. grade level

FRESNO CITY UNIFIED SCHOOL DISTRICT
Compensatory Education Department

January 27, 1964

Several calls have been made to our office asking for information concerning college courses available in the area of teaching the culturally disadvantaged child.

These are the courses available through the Fresno State College Education Department. Other departments will be listing related courses and this information will be sent on to each of the Edison District Schools.

BLOCK OF COURSES DEALING WITH PROBLEMS OF CULTURALLY DISADVANTAGED CHILDREN AND INTER-CULTURAL EDUCATION:

Spring Semester, 1964 Education 178	Workshop in Elementary Education: The Educationally Handicapped Child. Teacher: Haimbach: 2 units Extension Center Room 2 Monday 7-9 p.m.
Summer Session 1964 Education 140S	Education of the Culturally Deprived Child Teacher: Avery 3 units Period IV
Fall Semester, 1964 Education 176	Modern Trends in Education: Problems of Teaching in Multicultural Classrooms 2 units Extension Center Teachers, day, and hours to be announced

E. Walker
Compensatory Education Department

BIG BROTHER PROGRAM

MAJOR OBJECTIVE:

To bring out the cultural and educational potential in students who at the present time are not making passing grades, with special activities that will serve to stimulate their interest in intellectual, cultural, and educational attainment.

SPECIFIC OBJECTIVES:

1. Higher aim and greater aspirations
2. ~~b~~ Better self-images and self-concepts
3. ~~d~~ Deeper desire for learning
4. better temperaments
5. more self-confidence
6. more sense of self-respect and dignity
7. provide the atmosphere that "someone cares"

There are many reasons for drop-out and to list them would be to no avail at this time. The fact remains that there are students in the Secondary School that need personal help. This personal help can be given through a "Big Brother Program" sponsored by the Secondary Citizens Advisory Committee. The program will be initiated with the following steps:

1. Time ~~will be~~ was spent, screening these students with potential by counselors at Edison High and the Director of C.E.P.,
2. After a number of students had have been selected, each ~~will be~~ was assigned to a citizen.
3. The citizen ~~will~~ called Edison and to ~~get~~ information on get the student's background and then proceed to make a home call
4. A home call of this type ~~should~~ was made be to:
   a. Establish a relationship with the family and student
   b. Establish a plan as to how the citizen could can meet with this student to start the "Big Brother Program"

"Big Brother Program" (Cont'd)

c. Examples for citizens to use were are: trips to the mountains, visit in their your home, sporting events, Church and a Sunday dinner, a drive around the community, employment office, State College, telephone call, and the sharing of the citizen's hobbies.

By following the above plan, the Big Brother program will have direction that will be beneficial for both the citizen and the student.

Evaluation is an important part of any program. It will be necessary for every citizen to note any progress and change for the better in his student. A sure way to record this information will be to have a specific book, and date each record. There will be tremendous value in these records, especially when the Secondary Citizens Advisory Committee meet and has a sharing of ideas.

With everyone working toward helping the student, this should be a very beneficial part of compensatory education.

* * *

EVALUATION OF COMMUNICATIONS AND PUBLICITY
OVERVIEW

I. Evaluation of Communications and Publicity

   A. Certainly one of the most important parts of any new program is communications. To communicate with fellow educators and with the public requires planning and for-sight.

      1. During the 1963-64 year the local papers placed articles about Compensatory Education on the front page. This helped to keep the public informed of the progress the program was making.

      2. School administrators from the down-town office took time to go and speak to every faculty about the Compensatory Education program in each school.

      3. **Newsletters** that explained the progress of the program were distributed periodically to each citizen and school person that was involved in the program. (copies are on file in Sacramento Compensatory Office)

      4. Many of the teachers would seem completely "lost for information" when the Director of Compensatory Education visited the schools. Much effort will be made to improve the lines of communication to the teachers. The following areas need to be improved:

         a. Many teachers and administrators in the Edison District and the Fresno City System, are not aware of the Compensatory program.

         b. Progress reports will have to be given to every teacher.

         c. The Director of Compensatory Education will appear at more faculty meetings, to explain the program.

d. More television and radio broadcasts in the form of "RX For Dropouts" to inform the public.

e. A speakers bureau formed from the Citizens Advisory committee to speak to the churches and the public.

f. Placing courses at the Edison High School in adult education for the citizens and teachers of the Edison High District.

g. Placing an evening counseling program at the Edison High School to counsel parents, and improve school home relationship.

EVALUATION

of

CITIZENS ADVISORY COMMITTEE

EVALUATION OF CITIZENS ADVISORY COMMITTEE
OVERVIEW

The Citizens Advisory Committee was formed to help direct and provide information for the Compensatory Education Program.

The committee was made up of citizens from the Edison District, representatives from the Fresno State College, representatives from the Fresno City Council of Parents and Teachers, principals, teacher representatives, and technical advisors, such as, the director of guidance, director of adult education, director of personnel, etc. The citizens were selected from members of the P.T.A. and from a list of responsible leaders in the community.

A "kick off" dinner was held at the Irwin Junior High School for the Citizens Advisory Committee in November. During that dinner-meeting the general committee was divided into three sub-committees. These committees were: 1) the pre-school adult committee, 2) the elementary committee, and 3) the secondary committee.

These sub-committees had weekly meetings and met every month as a general committee.

The committee gave much valuable information to the director of compensatory education and certainly it is highly recommended that all compensatory programs have a citizens advisory committee.

BIG BROTHER PROGRAM

Sixteen of the twenty-eight citizens were used as big brothers with ninth grade students from the senior high school. This proved to be very successful and it is planned to expand the big brother program this coming year with citizens participating from the total community.

CITIZENS COMMITTEE INVESTIGATE THE POSSIBILITY OF ADULT EDUCATION

Because of constructive thinking on the part of the citizens committee, adult education in many more areas will open in September of 1964, at the Edison High School.

The advisory committee will be asked to participate in C.E.P. again this fall and there is a possibility that it will be enlarged.

* * *

EVALUATION OF THE PARTICIPATION

of

STATE COLLEGE STUDENTS

EVALUATION OF THE PARTICIPATION OF FRESNO STATE COLLEGE STUDENTS

OVERVIEW

I. Evaluation of the participation of Fresno State College Students.

  A. The Fresno State College is an institution that can and has provided information and help in the Fresno City Schools Compensatory Education Program.

    1. During 1963-64 many of the college students worked in the study centers. They were paid one-dollar and fifty-cents, ($1.50) which was reimbursement for milage. The Edison District is twelve miles from the State College. In the elementary schools the student teachers completed their teaching assignment in the classroom and then went to the study centers and worked with the children. In the secondary schools, students from a college class on cultural background helped in the study centers.

    2. During the last week of May the college students, teachers and the Director of Compensatory Education evaluated the work that the students had been doing in the study centers. Every one of the college students were very pleased with their jobs in the study centers. Many felt that they had been able to help the students. However, it was suggested that there should be students that have a math major working in the study center, if they are going to help the students with math. The same procedure should be followed in English, Science, History, and foreign language.

    3. Student teachers will be encouraged to teach and observe in the Edison District during 1964-65. They will not be paid, but volunteer their services. Most of the money

that was allocated for the secondary study centers this last year will be spent on an evening counseling program for all parents of ninth and tenth grade students.

4. Participation of students from Fresno State College is another valuable phase of Compensatory Education.

EXTENDED DAY READING CLASS

"AN EXTENDED DAY READING CLASS" for ELEMENTARY SCHOOLS, PRIMARY GRADES

"OVERVIEW"

As a result of evaluation meetings with the six elementary schools in the Edison District, the following plan for 1964-65 was constructed. The plan is structured to emphasize oral reading and verbal exchange of ideas between students. The grade levels that will be concentrated on will be the first, second, and third grades.

The Extended Day plan is a plan that will involve all students at two grade levels, either the first and second or second and third. The plan will also involve informative meetings for parents.

Briefly, the Extended Day will operate on a quarter (nine weeks basis.) For the first nine weeks, starting in September, a primary teacher will teach an extended day class. This will consist of teaching a structured course for the high third. The parents of the children will come to the school from three to four o'clock and be orientated by the teacher of the class, the principal, and a reading specialist. This will consist of two meetings, one at the beginning of the nine week period and one at the end of the nine week period. This plan will rotate from the high third during the first quarter to the low third during the second quarter. The spring semester will consist of an extended day for the high second and low second.

AREAS OF INSTRUCTION

The areas of reading, especially oral reading, will be emphasized at all times. Practicing vocabulary and pronunciation of words is another objective of the Extended Day Class. This program will be academic in nature.

PERSONNEL FOR EXTENDED DAY CLASSES

The teacher or teachers should be selected by the principals in the individual schools. (Franklin, Kirk, Lincoln, Carver, Teilman, and Columbia.) These teachers should also have the ability to understand verbally disadvantaged students, and have special skills in the area of language arts.

The principal should contact all of the primary teachers in his school and explain the program.

Each of the six schools mentioned above will have their Extended Day Class from 2:00 p.m.-3:00 p.m., five days a week. Teachers will be paid a regular adult education wage for their teaching.

NUMBER OF TEACHING HOURS EACH WEEK

School	Teachers	Hours Each Week
Teilman	1	5 hours
Lincoln	2	10 "
Kirk	2	10 "
Franklin	3	15 "
Columbia	2	10 "
Carver	2	10 "

TEACHER HELPERS

Students from the fifth and sixth grade classes are scheduled as helpers. The students are scheduled to help in the Extended Day Class for one-half hour. The P.E. Period for the teacher helper will have to be considered in each school. These older students will continue to reinforce what the master teacher has already presented in the field of language arts. The plan for selecting the teacher helpers should be left to the principal and fifth and sixth grade teachers.

READING SPECIALIST

A reading specialist from Fresno State College will have two jobs to perform: (1) He will be responsible for participating in meetings with the principals, teachers, and parents at the start and the termination of each quarter, and (2) he will meet with all the third grade teachers from 3:00 p.m.-4:00 p.m. on every Thursday afternoon for the first half of the year. During the second half of the year the reading specialist will meet every Thursday afternoon with the second grade teachers from the six identified elementary schools.

The major purpose of these meetings will be to investigate and share ideas so that the teachers can take back to their classrooms "ways" that will make the language art program more effective.

PARENT MEETINGS

An invitation will be extended to the parents of the children who are participating in the Extended Day Class. The invitation will be by mail and telephone.

The meetings will familiarize parents with curriculum methodology and purpose of the Extended Day Class.

The parents will be asked to do the following at home: (1) listen to his child when he talks about his class work, (2) read to his child, (3) let the child see the parent reading a newspaper or book, (4) give his child praise for good papers brought home, (5) help his child correct mistakes on poor papers rather than condemn him, (6) be sure that his child goes to school on time, and (7) be sure that his child has a positive attitude toward learning and the school.

(Letter to parents of children involved in the Extended Day Class)

Dear Parents:

Our second and third grade students will all have an Extended Day Class for nine weeks this year. Your child will be in this class five days a week for nine weeks. The class will meet from 2:00-3:00 p.m. and give your child experience in reading.

You, the parent, are also required to come to school for an informative meeting on ____________________. The teacher of the reading class, the principal, and a reading specialist from Fresno State College would like to tell you what help they are going to give your child.

I am looking forward to talking with you on the above date.

Sincerely,

____
Principal

TEAR OFF AND RETURN IMMEDIATELY -

Child's Grade__________

Room No.__________

____________________ will participate in the Extended Day Class and
(name of child)
I will be happy to come to your school on the above date.

____
Parents Signature

TESTING AND EVALUATING

Reading tests will be given to the students at the beginning and end of each nine week period by the teacher of the Extended Day Class.

Objective evaluation will be made by recording the reading test scores, and subjective evaluation will be made when the teachers, parents, principal, and reading specialist have their meetings at the end of each nine weeks.

THE NEW READER

The general estimate of reading inability among school children is 15 to 20 per cent, while among educationally deprived children the disability estimate is as high as 50 per cent. The significance of reading cannot be overestimated because all too often the deprived child remains retarded in all other subjects due to his inability to read. Junior high school teachers with whom we have spoken insist that they have to spend a large portion of the term teaching reading before they can start serious work on the subject matter of the course they are supposedly giving.

The development of reading ability is particularly important for the slow physical learner, for it is the key to overcoming his academic deficiencies and anti-intellectualism. Perhaps the most effective technique with deprived children is to "externalize" the reading. They have to read about things that they see, feel, and do.

Results of a three-year research program conducted at the University of Michigan indicate that three-fourths of the first grade children who "can't" learn to read may be helped by special attention and instruction. "In the average first grade classroom of thirty pupils, there are eight 'can't' or children who do not make normal reading progress in the early grades. Six of the eight may be helped to overcome their problems," says Donald E. P. Smith, director of the University's Reading Clinic.*

*The Culturally Deprived Child - By Frank Riessman Department of Psychology, Bard College - - Harper & Row, Publishers, New York and Evanston

EVALUATION

of

RESOURCE TEACHERS

EVALUATION OF RESOURCE TEACHERS IN THE ELEMENTARY SCHOOLS

OVERVIEW

I. Evaluation of Resource Teachers in the Elementary School

A. After evaluating the split-session reading program in the elementary schools a resource teacher seemed to be the person that the administrators and teachers wanted.

1. The teachers stated many times that they would like someone to help in the language arts area. Because of these requests on the evaluation forms, resource teachers will be hired for two to three hours in the morning and placed in the elementary schools. This teacher will not only teach reading but help in the areas of team teaching, guidance and departmentalization. The decision on how this teacher can best be utilized will be the responsibility of each principal and faculty. It is planned to have each teacher hired for each school and their particular needs by October 1, 1964.

EVENING COUNSELING PROGRAM

EVENING COUNSELING PROGRAM for PARENTS and STUDENTS, SECONDARY SCHOOLS

"OVERVIEW"

I. Evening Counseling Program

A. The Evening Counseling Program will give the parents in the Edison District an opportunity to meet with school personnel on an individual basis. The overall purpose of the program is to increase the understanding of the counselor and the mother and father. The end result will be improved guidance so that the student's problem at school can be minimized. All parents of the ninth and tenth grade students at the Edison High School will be counseled. This additional counseling time will give needed guidance to the following pupils and their parents:

1. Potential Dropouts
   - a. Students with low academic grades
   - b. Students that are tardy and absent continually
   - c. Students that are not accepted by their peers
   - d. Students that have a low self-image
2. Students returning from various institutions
3. Students new to the immediate area, state or country
4. Students who are gifted and talented

B. Organization of the Evening Counseling Program

The counseling will be done in the evening from 7:00-9:00 p.m. at the Edison High School.

1. Amount of counseling time
   - a. There will be six counselors at the Edison High School
   - b. The counselors will provide their service on every Tuesday and Thursday evening, which amounts to twenty-four hours of counseling time for Edison each week.

2. Personnel

   Qualified members from the counseling staff of the Fresno Unified School District will be the assigned counselors.

3. Counseling Students and Parents
   - a. Counselors will be counseling ninth graders and tenth graders
   - b. Counselors will decide if the situation warrants both parents to be present for the interview
   - c. Counselor will continually communicate to the classroom teacher information that will help the teacher do a better job with a particular student in the classroom situation
   - d. Counselor's case load will be one-hundred students
   - e. Counselor's will send initial letter of invitation home to their respective families
     1. Supplies and stamps will be provided by the Compensatory Education Office
     2. Secretarial help will be provided by the Compensatory Education Office
   - f. Telephone will be utilized
     1. Counselor will call parent on the telephone notifying the parent of the time and place of the interview
     2. If there is no phone in the home then the parent will be reached by mail through the compensatory office
     3. If transportation is needed, the counselor will spend part of his two hours transporting parents to Edison and home. (The regular adult wage is

$5.83 per hour. Counselors will be paid $6.00 per hour, which will pay for the use of their car.)

C. Evaluation

The evaluation of each case will be supported with subjective and objective reports as to the effectiveness of the Evening Counseling Program.

1. Individual case folders will be maintained by the counselor for all students and parents that are participating in the ninth and tenth grade Evening Counseling Program
2. Counselors will gather data on designated forms such as:
    - a. Parent Involvement
        1. Number of appointments kept by parents
        2. Remarks of parents about the Evening Counseling Program
        3. Parental attitude
        4. Follow-through on specific plans
    - b. Pupil Adjustment
        1. Marks
        2. Behavior
        3. Attendance
        4. Plan for education
        5. Test data
    - c. Types of Resources
        1. Local school resources
        2. Community resources

Each counselor will complete a summary report at the end of the year and turn it in to the Compensatory Education Office.

II. Training of Counselors for Evening Program

A. Indoctrination and orientation to the program

1. Early in September a meeting will take place to discuss

the details of the Evening Counseling Program with the Secondary Superintendent.

- a. Counselors will be assigned cases
- b. Procedures in contacting parents will be discussed
- c. The first evening counseling program will take place on the second Tuesday in October
- d. Forms and evaluation techniques will be discussed
- e. Communication of information from the counselor to classroom teacher will be discussed

B. One In-service training meeting each month

1. The counselors will meet the second Monday of every month with the Superintendent of Secondary Education, the Compensatory Education Director, Principals, and guests, from 4:00-5:00 p.m. The following will be discussed:
    - a. Reports on the Evening Counseling Program from the counselors.
    - b. Sharing of effective procedures
    - c. Role playing and training in interviewing techniques
    - d. Discussion of current needs and problems
    - e. Resource people providing current findings in research related to the situation

III. Summary

Education is desired by the culturally deprived more than is generally recognized. Different segments probably want education for different reasons. Some desire it for vocational improvement, others so that they will not be deceived as easily in the modern world, still others because of their respect for science. The difficulty in the school system arises because the school stresses education for its own sake and as a means for the development of self-expression - orientations which the culturally deprived do not share. Furthermore, the discrimination unwittingly practiced in the school aggravates the problems, and produces the schism between school and education.*

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*The Culturally Deprived Child - by Frank Riessman, Chairman, Department of Psychology - Bard College

Harper & Row, Publishers - New York and Evanston

Letter that will be mailed to all parents at the beginning of the school year and signed by the counselor.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Compensatory Education Department
305 E. Belgravia Street
Fresno, California 93706
Telephone 266-3560

Dear Parent or Guardian,

This coming year, I shall have the opportunity to sit down and talk with you about your child's education.

All of the parents of the ninth and tenth grade students at the Edison High School will have the opportunity to meet with a counselor this fall. The counselors will be providing their service on Tuesday and Thursday evenings from 7:00-9:00 p.m., at Edison High School.

You will be notified by telephone or mail when you are expected to come to Edison and be counseled about the academic and vocational future of your son or daughter.

I am looking forward to meeting with you in the near future.

Sincerely,

____
Counselor

- - - - - - - - - (Tear on dotted line) - - - - - - - - - - - - - - -

If you would like to meet at a specific time on a Tuesday or Thursday between 7:00-9:00 p.m., please let me know on the lines below.

Have your boy or girl take this information to either Mrs. Sanford or Mr. Wilson.

Name of parent or guardian______________________________________

Address__________________________ Phone___________

Date wanted for conference____________________

Time wanted for conference______________________________

Feel free to call 266-3560 for more information.

Fresno City Unified School District
9/23/64

COMPENSATORY EDUCATION PROJECT

BUDGET SUMMARY

CURRENT AND PROJECTED

FRESNO CITY UNIFIED SCHOOL DISTRICT

COMPENSATORY EDUCATION PROJECT

The following represents a breakdown of estimated cost to establish and operate one pre-school compensatory education unit to house twenty-five (25) to thirty (30) children.

I.	Capital Outlay		
	A. One portable classroom	$11,500.00	
	B. Furniture and equipment	2,000.00	
	C. Site Improvement to include: Fencing, lawn, and sandbox for area approximately the size of a kindergarten area	1,705.00	
	Total Capital Outlay per unit		$15,205.00*

*Note: Permanent facilities would cost approximately $8,000.00 more. The above cost does not include site purchase.

II.	Operation		
	A. Teacher salary @ $5.84 per hour (Range should be $3,000 to $5,000)	$ 3,171.12	
	B. Educational Supplies (complete)	750.00	
	C. Health Services	300.00	
	D. Custodial care and utilities	650.00	
	E. Maintenance (est.)	300.00	
	F. Fixed charges	400.00	
	G. Administration and Supervision including clerical assistance	1,500.00	
	Total estimated operational cost		$ 7,071.12

Total Cost	$22,276.12
Cost per Student During First Year	891.04
Cost per Student After First Year Which will not include Capital Outlay	282.82

III. For the year 1965-66 Fresno City Unified School District Projection Program of the Pre-School

A.	In addition to the two pre-schools which are operating at the present time, there will be the following additions, which will involve capital outlay the first year: 50 children and parents participating	$ 14,142.24
1.	One unit at the Carver Elementary School 25 children and parents participating	22,276.12
2.	One unit at the Lincoln Elementary School 25 children and parents participating	22,276.12
3.	One unit at the Sequoia Junior High School	22,276.12*
4.	One unit at the Teilman Elementary School 25 children and parents participating	22,276.12
5.	One unit at the Washington Junior High School	22,276.12*
6.	One unit at the Longfellow Junior High School	22,276.12*

*Note: Participants will be, 25 pre-school children, parents, and junior high school students

Total cost of program for 1965-66 for Fresno City	$147,798.96
Total cost for eight units after initial year	$ 56,568.90
Total number of children - 200 students	
Cost per student during first year	738.99
Cost per student after first year	282.82

IN-SERVICE PROGRAM FOR TEACHERS

The outlined program includes Budget A which represents the current budget and Budget B which represents a projected program, increasing program in current six elementary and two secondary schools to six elementary and five secondary schools. The budget A current schools are: Lincoln Elementary School, Kirk Elementary School, Franklin Elementary School, Carver Elementary School, Teilman Elementary School, Columbia Elementary School, Irwin Junior High School and Edison Senior High School. The budget B additional schools are: Sequoia Junior High School, Washington Junior High School, and Longfellow Junior High School.

Five sections are to be covered:

I. In-Service Meeting series
II. Curriculum Development
III. Library and Materials Center
IV. Out-of-District Workshop, Conference and school visitation
V. Teacher training in specialized education courses

In-Service Teacher Training Project

I. Budget A (current 8 schools)

A. In-Service Meeting Series	
1. Consultants (speakers, etc.) 3 @ $100.00)	$300.00
2. Transportation @ $25.00	75.00
3. Expenses @ $15.00 per day	15.00
Total Expense	$390.00
B. In-Service Curriculum Meetings (developed by school personnel trained in specialized courses (see (E)) Materials	339.00
C. Library and Materials Center	25.00
D. Out-of-District Workshop Conference and School Visitation (15 teachers and project personnel)	
1. Registration fees (15) at $3.00	45.00
2. Transportation @ 8¢ per mile	75.00
3. Expenses (lodging) 3 conferences @ $10.00 per day	90.00
Total expenses	$210.00
Sub-Total	$964.00

In-Service Teacher Training Project (continued)

E. Teacher Training in Specialized Education Courses (6 teachers, 4 courses)		
1. Tuition @ $20.00	$ 480.00	
2. Expenses (lodging at $10.00 per day	240.00	
3. Transportation @ 8¢ per mile	96.00	
Total Expenses	$ 816.00	
Sub Total		$1,780.00
F. Project administration and secretarial help	$2,000.00	
G. Cost per teacher/administrator $19.80		
H. Cost per pupil $.74		
Total cost of Budget A	$3,780.00	
II. Budget B (current 8 schools plus 3 additional junior high schools) 1965-66		
A. In-Service Meeting Series		
1. Consultants (speakers, etc.) fee		
a. Speakers Secondary (6 schools) 3 @ $100.00	$ 300.00	
b. Speakers Elementary (6 schools 3 @ $100.00	300.00	
2. Transportation @ $25.00	150.00	
3. Expenses @ $15.00 per day	30.00	
Total Expenses	$ 780.00	
B. In-Service Curriculum Meetings (developed by school and project personnel trained in specialized courses (see (E)) Materials	478.00	
C. Library and Materials Center Books - Publications for distribution to teachers and administrators of participating schools	500.00	
Sub-Total		$1,758.00

D. Out-of-District Workshop, Conferences and school visitation (30 teachers and project personnel) 4 conferences

1. Registration fees 30 @ 3.00	$ 90.00
2. Transportation @ 8¢ per mile	150.00
3. Expenses (lodging) @ $10.00	180.00
Total Expenses	$ 420.00

E. Teacher Training in Specialized Education Courses (12 teachers, 4 courses)

A portion of the funds listed may be used for consultant services at Curriculum Meetings (see B)

1. Tuition @ $20.00	$ 960.00
2. Expenses (lodging) @ $10.00	480.00
3. Transportation @ 8¢ per mile	192.00
Total Expenses	$ 1,632.00

F. In-Service Workshop for teachers new to participating schools Institute Week (1 day)

1. Consultant	$ 100.00
2. Materials	35.00
3. Clerical time 8 hours @ $1.50 per hour	12.00
Total Expenses	$ 147.00

Sub-Total	$3,957.00
G. In-Service Teacher Training Specialist	$ 8,000.00
H. Clerical Time	1,500.00

I. Total cost per teacher/administrator $48.06

J. Total cost per pupil $1.79

Total cost of Budget B	$13,457.00

FRESNO CITY UNIFIED SCHOOL DISTRICT

COMPENSATORY EDUCATION PROJECT

Cost of Reading Program For 1963-64 - Cost of Program For 1964-65 is Identical.

I.	Cost of supplies that were used this last year (1963-64) in 8 workshops for first, second, and third grade teachers:	$ 558.10
II.	Cost of time spent by secretary, consultants, principals, superintendents, and directors:	2,000.00
	Total cost of 8 workshops	$ 2,558.10
	Number of children served - 1,680	
	Cost per child for 1963-64	$ 1.52

Cost of Reading Program For 1965-66 For Six Compensatory Elementary Schools.

I.	Cost of supplies that will be used in workshops Grade 1 thru 6 (1 workshop per month)	$ 1,500.00
II.	Cost of a reading consultant from Fresno State College	1,500.00
III.	Cost of time spent by secretary and vice-principal	7,000.00
IV.	Cost of testing materials	1,000.00
V.	Cost of remedial reading teachers in the six schools (full time)	48,000.00
VI.	Cost of guidance persons to do testing and relate reading programs to parents in six schools (full time)	48,000.00
VII.	Cost of a library in six elementary schools	12,000.00
	Total cost of reading program in six schools (This cost is in addition to the money being spent presently)	119,000.00
	Cost per child	33.67

COST OF READING PROGRAM (Continued)

Each phase of a compensatory education program costs so much per student. Fresno City knows that a reading program is going to cost $33.67 above the regualr program. Fresno City knows that a pre-school program will cost $282.82 per child after the first year. Fresno City also knows that an in-service education program for teachers and administrators costs $1.79 per child, and $48.06 per teacher or administrator.

Along with costs for health services, study centers, and an evening counseling program for parents, it is recommended that $150.00 above the regular ADA, be considered for school districts. This $150.00 would be considered only for those schools in low socio-economic areas.